GUIDING RELIGIOUS GROWTH

A Manual for Primary Teachers in Vacation Schools

By
MARIE W. McDONALD

Edited by
E. B. CHAPPELL

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PREFACE

It is commonplace to say that profound changes have taken place in the concepts, objectives, organization, curriculum, and teaching methods of religious education. It is commonplace also to note that a number of churches are rapidly coming to the realization of the need of an expanded program of religious education. The traditional Sunday morning session of one hour has been found wholly inadequate for developing Christian ideals, attitudes, habits, and control in Christian living. Many churches are extending the Sunday session into midweek and vacation schools.

In the light of present-day knowledge it is assumed that learning is the outcome of doing and that there is no real learning except through the medium of experience; therefore an ideal program of religious education is one that provides for richer, fuller, and more abundant living. We are just beginning to realize the tremendous influences of these changing concepts of religion and education on the practice of the Church school. The old type Sunday school, based on memorization of subject matter, is rapidly dying, and in its place is arising another type of school; new in theory, new in curriculum, and new in practice.

Notwithstanding the obvious nature of these considerations, the educational situation is frequently quite puzzling to classroom teachers and supervisors who are responsible for the details of planning the courses of study and methods for classroom procedure. These teachers and supervisors know that scientific research in education has revealed principles and facts which condemn many time-honored school practices. They realize that in many respects old theories and practices in education have passed away and all things have become new. As a result of this realization many teachers are earnestly seeking for suggestions and directions in the selection of curriculum activities which will help them in applying these new theories and methods to actual classroom practice.

Educators further recognize that the forces which have brought about these radical changes are still active and that more changes are likely to come as the result of continued study and experimentation in the field of education. Therefore, in this manual, no attempt is made to put down hard and fast rules; nor is there any attempt to give definite outlines of classroom methods of procedure. Emphasis is given to the discussion of religious education as a process of daily living, the nature of learning, and the general principles of teacher guidance of purposeful activity.

The author has been privileged to work for many years with primary children in both public and Church schools. During these years she has come in touch with many superior teachers of little children. These pages have been the result of much experience and study. The observations and reports of classroom work given in this volume have been worked out with groups of average children in average situations and average conditions.

Two units of work or major projects are described: How We Get Our Food and Shepherd Life of Bible Lands. The preliminary plans are given as worked out by the teachers, in collaboration with the author. The reports and descriptions record the actual happening, or what actually occurred in working out these plans. It is not expected that these plans will be followed in detail; but they are given in order that they may serve as aids to primary teachers in the selection of units of work which contain religious value and that may also serve the teachers in guiding the children in the selection and successful completion of the various enterprises which are undertaken by the local groups.

PART I

CHAPTER I

INTRODUCTION

Your Church has decided to enlarge its program of work and to extend the time given to the religious education of children and youth. This expansion may take the form of a two-hour session on Sunday morning or one or two sessions during the week, or it may take the form of what is commonly known as a Vacation school.

You have been asked to assume the responsibility for the work with children six, seven, and eight years of age, this group commonly known as the Primary Department in the Church school organization. It is hoped that you have approached this task with an earnest searching of heart and with a desire to prepare yourself in the highest possible way for the privilege and responsibility intrusted to you by the Church.

It may be that you are a superintendent. Or you may be a classroom teacher or an assistant. Certain questions or problems, such as these suggested below, will arise in your mind as you begin preparation for your duties.

1. What can be accomplished in the lives of boys and girls through a Vacation school?
2. Why has the Church decided to extend the time into the week-day or vacation sessions?
3. Why have I been selected to teach or supervise in the Primary Department?
4. What is my attitude to a Vacation school?
5. What shall I do first?
6. What course of study or curriculum shall I use?
7. What is meant by an experience-centered curriculum? Units of work? Projects? Learning through activity?
8. Can sound educational principles and methods be applied in our situation: with average children, untrained teachers, and limited leadership and equipment?
9. Where can I secure definite guidance in selecting a course of study, organizing the groups, securing supplies and equipment?

10. Where can I get help in classroom methods?

11. What equipment will be needed, such as rooms, furniture, supplies, books, stories, songs, and pictures?

12. What place has worship in the week-day and Vacation schools, and how can it be made a vital part of an experience-centered curriculum with primary children?

Please do not become dismayed over such a formidable array of problems. You have overcome at least half of the difficulties of the task when you have taken time to analyze the problem, for you know what you have to face. It is impossible in a book such as this to attempt to consider all the problems of an expanded program of religious education, or to discuss in a scientific way the principles and methods of educational procedure. However, an effort has been made to approach the subject from the newer viewpoint of education, and some attempt has been made to give the primary teacher the result of long experience and study in the application of these principles and methods of religious education to the actual classroom work with primary children. The author has endeavored to keep constantly before her the great number of splendid, earnest workers who have not had time or opportunity to read many technical books on educational principles and yet who desire definite guidance in applying these principles in their work. No effort has been spared to make this book definite and practical and to indicate ways in which any good teacher may guide and direct the religious growth of primary children according to the commonly approved standards and methods of education.

Why Have Midweek or Vacation Sessions in the Church School?

Many teachers have not considered this question. They are content to continue along the same lines and methods under which the Sunday school has operated since they were children. Apparently they have never realized that the twenty- or thirty-minute session once a week is totally inadequate to help the child adjust himself to the problems of the highly complex social order of to-day and to help him make religion a vital force in his life.

There are others who have been very active in the administration and teaching of the Vacation school of the past and have come to the honest conclusion that the results do not justify the time and effort and money which the Church has put into them. These teachers are frankly discouraged. The scarcity of trained, skilled teachers and leaders, the indifference of parents, the vagueness and indefiniteness of objectives and methods of administration and teaching, poor equipment, and the lack of suitable and practical curriculum materials have cast some into a Slough of Despond out of which they are not able to arise.

There are others who enter blithely and confidently into the preparation for a Vacation school without stopping to consider the problems and value of such an undertaking. They have never asked themselves what it is all about. For them it is sufficient that the pastor and director of religious education have undertaken such a movement, or that the Church has always had a Vacation school, or that some other worthy denomination in the community has had such schools for some years. These teachers take a book and follow it slavishly and blindly without question and do their work without much thinking. To them the Vacation school is just another time to drill the child in memory work and stories and to do a great deal of purposeless and often brainless handwork.

There is still another class: those who for some time have been burdened with the great need for more definite objectives, better curriculum and methods, and greater opportunities for helping children to meet the daily problems of life and thus secure greater control in living the Christian life. They too have experienced the divine discontent, but these difficulties have become stimuli in driving them on in the quest of the truth. They are not willing to give up until they have found some means by which they can meet and solve some of the problems with which they are confronted. It is largely for this class of teachers of primary children that this book has been written, and to them the discussion will be addressed.

The First Step

Get in touch at once with the leaders who have the responsibility for planning and carrying out the vacation enterprise for the whole school. This may be the Board of Education, the administrative staff of your local church, or a special vacation committee. It is highly important that all the departmental agencies of the Church school work out an integral program which shall not duplicate efforts or which may not cause undue friction. One of the greatest criticisms of the Vacation schools of the past is that they have not geared in with the educational program of the Church. Try to get the feeling of unity or oneness with the movement as a whole. If you are the superintendent, you should have had several conferences with the board or committee in charge, and together you should have worked out some general objectives which will harmonize with the program of the Church. Such meetings will be invaluable in developing an *esprit de corps* and enthusiasm for the proposed project.

Secure from the pastor, director of religious education, or board a list of books, pamphlets, or other helps on the Vacation school which will aid you in working out the details of organization and administration. If these people cannot give you this help, write to your Conference Sunday School Board office or to the headquarters of your General Sunday School Board and ask for information on this subject. A list containing sources of information as to books, pamphlets, and other helps is given on page 15. Read this book carefully; complete it before beginning your plans. Then call a meeting of the primary teachers and proceed to work out with them the specific objectives for your department, these, of course, to correlate with the general objectives of the school.

Objectives of the Primary Department

It is desirable that the officers and teaching force work out their own departmental objectives. These should be worked out after careful study of the interests, needs, and capacities of the child. The individual teachers and officers in the local departments are in better position to know the religious needs of their children than anyone else. Begin early to observe the children in class, in the assembly, and in their homes. If possible, visit the schools and playgrounds of the community and study the daily lives of these children. Make note of such things as the following:

Do the children show a tendency to share with others?
Do they work well together as a class group?
Do they work well with other groups than their own?

Is there continual quarreling?

Is there a disposition to let others in the group do the hard work?

What is their attitude to their parents and their relationship to their homes?

What ideals have they concerning truth-telling? Honesty? Fair play? Controlling the tongue? Temper?

What is their attitude to the Church and Church schools?

What training have they had in worship?

What ideas do they have of God?

Does prayer mean anything to them, or do they think of it as formal incantation of words, or as a magic formula which will induce God to yield to their requests?

Are the children in your Primary Department developing an increasing Christian concept of God and a realization of his will and purposes?

Are they growing in power of control of their conduct according to the Christian attitudes and standards of living?

These are a few points a teacher of religion should keep in her confidential notebook, and she should use this information in checking and planning for the spiritual needs and growth of children. After such a study a group of primary teachers worked out the following objective.

Objective: To provide such opportunities and materials for primary children as will aid them in developing an increasing Christian concept of God as revealed by Jesus, a deeper realization of their relationship as members of God's family, whole-hearted loyalty to God's will, and greater joy and satisfaction in communion with him.

So to guide the children in their daily living that they may develop attitudes, appreciations, interests, and skills which will make their present life richer and more meaningful and give them greater control in living according to Christian principles.

How Can the Aims or Objectives Be Realized?

This very practical question will have to be considered next. How can we get the children of our church to attend the week-day or vacation sessions? How can we bring the parents to coöperate with the Church school authorities in seeing that the children attend regularly and punctually? In other words, how can we secure their sympathetic and intelligent assistance in the work of the school? These problems and plans no doubt will be considered by the Board of Religious Education of the Church, and some general program of publicity will no doubt be worked out for the enterprise. Keep in close touch with the plans of the board and the pastor and coöperate in every possible way. Remember that many parents are eager and willing to do all they can for their children, but they have to be informed as to the objectives, organization, materials and activities, and religious values of these activities.

In addition to the general program of publicity, the primary workers should meet and work out an intensively related publicity program. The press, the telephone, and the mails are of course valuable means of publicity, but these must be accompanied by close personal contacts. Put on a visiting campaign. If possible, go into every home and talk with the parents. Present the matter in a clear and enthusiastic and convincing manner. Go into the aims and methods of the Vacation school and suggest definite ways by which these parents can assist the teachers in securing the finest results. Try to meet in an earnest and tactful way the various objections and difficulties which parents might offer as to the attendance of their children. In some types of Churches the children will live some distance from the church, and transportation must be provided. These problems should be very carefully worked out by the Board of Education, and they will then be explained to the parents. In many schools the children will come from other churches and denominations. Special courtesy should be given to these children. Go into their homes and get acquainted with their parents and study the home conditions and religious needs of these children.

What Shall Be the Length of the Session of the Vacation School?

This question can be answered only by the authorities of the local schools. Many local conditions and needs will have to be considered: such as the public school session, the seasons, the climate, the finances, the available corps of workers and leaders, and the curriculum. While a number of schools run two weeks, the best results are obtained by a longer session. It is difficult to undertake worth-while activities and to lead children to successful completion of these activities in two weeks' time. However, some schools have conducted successful two-week sessions. These of course were limited as to the nature and number of religious enterprises undertaken, and they will require careful and definite planning in order to make the best use of the limited time. The length of the school, of course, should be determined before the course of study and materials are decided upon.

The Type of Primary Organization for Vacation Schools

Only the general principles of organization can be indicated here, as many factors must be considered before giving any detailed plans of organization, such as the selected aims and objectives, the type of curriculum, the number of children, the available teaching staff, and the type and arrangement of the building. One individual should be selected by the Board of Education or other authority, who will assume responsibility for the work of the Primary Department. She may be called superintendent. It shall be her duty: to interpret to the primary teachers the aims and ideals of the Church's program, to act as chairman of the primary teachers' meetings, to outline plans of organization and administration, to suggest means of carrying out these purposes, to help secure necessary materials, to direct the teaching procedure, and in every way to aid the teachers in maintaining a high standard of work.

1. *The Primary Teaching Staff.*—The number of teachers will depend, of course, upon the number of children enrolled and also upon the number of trained and qualified teachers available. It is possible, under favorable conditions, for a teacher to handle twenty-five children. Many public school teachers are handling this number, and more, successfully. But it must be recalled that work in the public school is done under more favorable conditions as to trained teachers, good buildings, and other equipment. If the Church school can secure a well-trained primary teacher, it will be best to let her have a larger group than to divide them into smaller groups with mediocre teachers or poorly trained ones. The teacher should have a helper for every ten or twelve children. This person may assist the children *when necessary.* See page 38.

The new type of school, with the curriculum based on child-interest, demands teachers who understand the place of the teacher in the teaching process and who can always keep before themselves the fact that the teacher is the *guide* rather than the *dictator,* one who is able to modify the environment, stimulate the children's interest, and guide them in choosing, executing, and judging worth-while Christian activities. Frequent meetings of the primary superintendent and teachers will be necessary in planning and carrying on the work.

2. How Shall the Children Be Grouped?—A few Church schools may be fortunate in securing the regular Sunday school teacher or other well-trained teachers for the three classes of primary grades. In that case the classification will follow naturally the regular grades or groups commonly known as Primary Grades I, II, and III, with their respective teachers, who will have separate rooms. These will carry on their group activities as individual classes, with frequent opportunities for inter-class activities.

A larger number of Churches, however, will find it necessary to combine all the primary children in one class, under one teacher or superintendent, with the sufficient number of helpers. While this plan has many disadvantages and problems, it does provide many excellent opportunities for children of different capacities and experiences to work together in a common purpose. Some of the progressive public schools are removing the old hard-and-fast line of gradation and are making it possible for children to move with greater freedom from one group to another. The units worked out in this book follow this plan.

There are many units of work or enterprises which will call for knowledge and skill of varying degrees, and in these the younger and older children can be listed and at the same time be conscious of working for a common purpose. In some cases it may be best to combine the seven- and eight-year-old children into one group and the six-year-olds in another.

Under normal conditions there seems to be no valid reason for the separation of primary boys and girls. Most of the reasons offered for such a classification are on the side of making discipline easier for the teacher. The following have often been given as reasons in favor of the separation of boys and girls: the boys will not work with the girls; there is a deep-seated antagonism between boys and girls; the boys possess a superior attitude to girls and will not listen to stories about girls or work on a level of equality with them. The earnest teacher may well ask herself this question: Do these objections not reveal a definite need of providing opportunities for boys and girls to work together? In some of our best Junior Departments and in the public schools both sexes are harmoniously working together in group activities. In normal life men and women work, play, and worship together. The school which emphasizes sex differences in life activities is setting up artificial standards.

Books for the Teacher

The books which the teacher will need in working out the units of work are listed under the respective units and in the Preliminary Plans which are given for the sessions.

GENERAL READING

Myer: "What Is Religious Education?"
Kilpatrick: "Foundations of Method."
"Education for a Changing Civilization."
Shaver: "The Project Principle in Religious Education."
Mossman: "Teaching and Learning in the Elementary School."
Moore: "The Primary School."
Keelor: "Curriculum Studies in the Second Grade."
Lincoln Staff: "Curriculum Making in an Elementary School."
Johnson: "Toys and Toy-Making."
Knox: "School Activities and Equipment."
McKee: "Purposeful Handwork."
Primary: Closely Graded Courses I, II, III.
Lewis: "An Adventure with Children."

Play
Bancroft: "Games for the Playground, Home, School, and Gymnasium."
Kingland: "Indoor and Outdoor Games."
Johnson: "Education by Plays and Games."

Worship
Blashfield: "Worship Training for Primaries."
Religious Education, October, 1925: "Symposium on Worship."

Music
Leyda: "Melodies"; "Carols."
Adams: "Worship Songs for Primaries."
Danielson and Conant: "Songs and Plays for Children."
Fryberger: "Listening Lessons."

Victor Company, Camden, N. J.: "Music Appreciation with the Victrola for Children."

Shields: "Worship and Conduct Songs for Beginners and Primaries."

The Room and Equipment

The ideal room for primary children is a bright, attractive room, preferably on the first floor. The floor space should allow seventeen square feet per child to prevent overcrowding. If separate classrooms are available, such a large assembly room will not be necessary. There should be separate cloak room and toilet if possible.

The assembly room is the common meeting place for the group. The room and furnishings should suggest informality, activity, and social intercourse. It should be a place to which children delight to come. It should be bright and clean and should have a few well-chosen pictures, flowers, and growing plants. There should be tables, chairs, a low cabinet for keeping material and unfinished handwork, a piano or victrola. There should be seating equipment for every child, with a few extra places for special needs. It is best to have a sufficient number of chairs for two sets, one for the group conferences and worship periods and another for work at the tables or in the classrooms. Old chairs may be collected, and the legs can be sawed off to the desired height of twelve and fourteen inches.

Extra tables for reading, construction work, lunches, exhibits, and nature work are often needed. The trestle table, of well-cured plank of white pine or other light wood and supported by trestles or "saw horses," may be used for construction work, lunches, exhibits, and all the rough work, such as hammering and sawing. Old tables and stands will often answer for this purpose. The legs should be sawed off to the desired height. If the frames or supports press against the knees of the children, these should be cut away in order to give the needed space. The height of the table should be in proportion to the chairs. For the chairs twelve to fourteen inches the table should be ten or eleven inches higher.

Screens

Screens will be very valuable in the primary room. Special groups of children may be separated in the corner of the room. They may be used for mounting exhibits, pictures, charts, and for dramatization. If the screens are uniform in size, color, and height, they will present a more attractive appearance, and they can be more quickly assembled. Each classroom should have a screen. A folding screen is more practical, as it can be easily stored when not in use.

Bulletins

A bulletin board can be used for practically every type of school activity. It may be used for notices, pictures, clippings, posters, or for anything of interest to the children. This may be suspended from the molding, or it may rest on an easel, if not built in.

Store or Supply Room

A supply room or closet is necessary. The amount and variety of the material will of course vary according to the units of work and the types of activities engaged in. Material will be listed under the different units of work. A general list of supplies will be given, with sources and suggestions for securing these supplies.

Equipment and Material for Nature Study

Insect cases can be made in various ways. A shoe box covered with wire or gauze makes a temporary cage for crickets, caterpillars, etc. Screen wire may be rolled into a cylinder, leaving a flap of about an inch. Cover with a tin pan. Glass jars make good cages for insects. Fasten gauze or net over the top with a rubber band.

Cages for animal visitors may be made of wooden frames covered with screen wire. Wire bird cages may be borrowed from friends.

Aquarium.—A galvanized laundry tub will make a good temporary aquarium. The outside should be painted with automobile paint. Butter crocks and glass fruit jars also make good small aquariums. These may be brought from the homes or loaned for the sessions of the school. An aquarium should be kept out of the direct rays of the sun.

Nets for catching butterflies may be bought from a scientific supply house, or they may be made. Directions for making these may be found in U. S. Farm Bulletin 606, Department of Agriculture, Washington, D. C.

Garden tools will be needed, such as a spading fork, four tines, four- or five-inch hoe, six-inch rakes, six-inch trowel, but get only a few at first and keep them clean and sharp.

The following will also be helpful: a magnifying glass and a microscope, a sprinkler or watering pot, other pots and jars, a ball of twine, and window boxes.

Boxes

The school with little money to spend can always secure boxes, which may be used for many different purposes in projects of construction. Wooden boxes, such as packing, cigar and canned goods boxes, and fruit crates, are strong and durable and lend themselves to many uses.

Paper boxes may serve also for many purposes. These can be more easily handled by the younger children. Odd pieces of hat, suit, and shoe boxes of cardboard make good paper pulp when soaked. It would be well for each child to have such a box for his own effects. Tin cans and boxes make useful containers.

Boxes as suggested above can be easily secured from stores where they have been discarded. The small ones can be stacked in the larger ones in order to conserve storage space in the supply room.

Materials for Construction Work

Bogus paper; 250 sheets to package; size, 9x12 inches.
Manila paper; No. 20; size, 9x12 inches; 1 ream, 500 sheets.
Construction cover; No. 3; size, 9x12 inches; different colors.
Industrial Bond; size, 8x12 inches; 100 sheets.
Construction paper; drawing paper, No. 20; manila.
Bradley tonal paper; 33 standardized; uncoated hues or colors (mounting).
Bradley's tinted drawing paper; heavier and more expensive.
Poster-construction paper.
Charts—Heavy Melton mounts; size, 22x28 inches; 15 cents per sheet.
Photo mount; all sizes.
Oak tag or manila board; size, 22x28 inches; 5 cents per sheet; in tans and grays.

Crayons.
Crayolas; 5 and 10 cent packages.
Bradley's True Tone crayons; 8 in box; 25 cents.
Water Colors: Devoe water colors and water color brushes.
 Bradley's Tonal Tempera poster colors.
Calcimine; Walco.
Alabastine.
Calcimo; deep colors; blue, green, yellow, deep red, white, brown, black.
Brushes.
Paste and Glue: Lepage's white paste, for mounting pictures; Lepage's glue and paste brushes, extra ones.
Stainlac.
Dennison supplies.
Cloth suspension rings; No. 121.
Card holders; No. 37.
Moore pushless hangers; No. 24.
Scissors.
Punch.
Hammer and nails.
Small hack saw.
Paint and paint brushes.
Roll wrapping paper.
Plain newspaper, obtained from the local newspaper.
Roll of architects' blueprint paper.
Crêpe paper; several different colors.
Brass paper fasteners; two sizes, Nos. 23R and 24R.
Clay flour; one box, 5 lbs., 40 cents, Milton Bradley.
Bradley's Cementint; made in the following colors: natural, gray, yellow ochre, Indian red, green, burnt umber, burnt Sienna, raw umber, and raw Sienna; price, per package, 1 lb., 9 oz., 40 cents.
Yardstick, rules, and tape lines.

Pictures: General Sources

Covers monthly magazines.
Illustration, advertisements.
Catalogues, flower and seed.
Railroad guides to resorts, etc.
Steamship circulars.
Catalogues, books, and pictures.
Souvenir post cards; money sent to local postmaster secures these.

Magazines and story papers for children.
Magazines issued by the Woman's Missionary Councils and Missionary Educational Movement of United States and Canada, New York.
Pictures left over from the former Beginners and Primary courses.
Pictures of Primary Courses of other denominations.

Pictures: Specific Sources

Brown Robertson Company, New York, N. Y.
Brown Picture Company, Beverly, Mass.
Wilde Picture Company, 131 Clarendon Street, Boston.
Copley Prints, Pierce Building, Boston, Mass.
Taber Prang Company, Springfield, Mass.
Turner Picture Study Prints; B. Kabatznick, 214 Clarendon Street, Boston.
Twenty pictures of children; packets E and F; George F. Brown, Beverly, Mass.
Copies of paintings, post cards, etc.; Metropolitan Museum of Art, New York.
  Boston Museum of Fine Arts.
  Chicago Institute of Fine Arts.

CHAPTER II

THE PRIMARY CHILD AND RELIGIOUS GROWTH

13 And they were bringing unto him little children, that he should touch them: and the disciples rebuked them. 14 But when Jesus saw it, he was moved with indignation, and said unto them, Suffer the little children to come unto me and forbid them not: for to such belongeth the kingdom of God. 15 Verily I say unto you, whosoever shall not receive the kingdom of God as a little child, he shall in no wise enter therein. 16 And he took them in his arms, and blessed them, laying his hands upon them. (Mark 10: 13-16.)

The Religious Nature of the Child

THE above reference from Mark has been called the Spiritual Magna Charta of Childhood. The spiritual nature of the child gave the early Christian theologians and teachers much concern. There was wide difference of opinion and a variety of viewpoints as to the relationship of the child with God. Some have affirmed that the child is by nature wholly bad; that he is conceived and born in sin and nothing but an especial act of grace can save him from eternal death. Others have taken the opposite view and contend that the child is by nature divine. As the poet Wordsworth expressed it, "In trailing clouds of glory do we come from God who is our home."

Whatever may be the opinion of the theologians, poets, and teachers, there can be no doubt as to the view which Jesus held regarding the relation of the child to the Father. Jesus had far more than a tender regard for children; he placed a very high evaluation on childhood. "Blessed" in the incident from Mark means to eulogize or speak highly of; and the term "of such" is clearly a possessive form meaning "theirs is the kingdom of heaven."

Coe asserts that the child has a positive religious nature. "The child has more than a passive capacity for spiritual things. (*a*) Just as animals go forth in search of food, so a positive spiritual nature goes forth spontaneously in search of God. (*b*) That nothing short of union with God can really bring a human being to himself." [1]

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[1] "Education in Religion and Morals," Coe, Chapter IV, page 62. Used by permission of the publishers, Fleming H. Revell Company.

The teacher of religion cannot evade the question of the child's nature, nor can he evade his native capacity for spiritual things. The view or theory of child (original) nature determines the meaning of education, the aims, the nature of the curriculum, and the methods of organization and teaching one subscribes to. Therefore one of the first questions a teacher of religion must consider is:

What Are the Outstanding Characteristics of Child Nature?

As we study children we are impressed with certain clearly defined facts:

1. Child nature consists of certain native or unlearned tendencies which by some are called drives or urges. These in the main cause him to act as he does. No attempt here will be made to give a complete list of the native or unlearned drives of human nature, but some effort will be made to call to mind some of the most dominant and valuable of these tendencies with which the teacher of religion should be familiar.

We find children by nature extremely active, inquisitive, aggressive, and self-seeking. They are friendly by nature, and they will seek adult and child companionship. They show pleasure in working and playing together.

The child is interested in the acts of another person and craves to be noticed and approved by his fellows. This approval extends to those who are useful to him as well as to those who exhibit great strength, power, beauty, and skill.

Children tend to imitate others, and they find keen pleasure in competing with and excelling each other. The many competitive games and plays of children reveal the strength of this drive. "I can jump farther than you can." "I can swing higher than you can." "I can beat you shooting marbles." These and many others are expressions often overheard in the home, at school, and on the playground. The effort to master others and the effort to cause things to happen is another strong native tendency. There is also a decided tendency to submit to the strong self-assertive person and to accept the domination of a leader.

When children are restrained and thwarted along their native drives, they tend to become angry, and they exhibit fighting movements. Anger, however, is not always associated with fighting.

A home or school which does not provide opportunities for children to carry out their purposes or plans along wholesome and normal lines of activity is stimulating and encouraging the fighting tendency. The mother or teacher who nags is constantly calling into play the drive of anger and pugnacity.

Children are by nature kind and sympathetic. This fact is of tremendous significance to the teacher of religion. While children often may act in a selfish and cruel manner, the tendency of good will is deeply rooted in them. This is shown in many acts commonly spoken of as parental or motherly, such as loving, fondling, caring for, and protecting animals, dolls, babies, younger children, and even adults. This tendency is often spoken of as the parental drive and is attendant upon the sex drive. These two drives constitute the most powerful and valuable force in human life. The parental drive is the source of all those tender, protective, and unselfish attitudes and which put the welfare and happiness of another along with our own. This desire, like all the other native drives, is crude and incomplete and needs control and direction for complete social living.

The capacity for imagination enables the child to put himself in the place of others, and he is thus able to feel and enter into the spirit of others, which is the true meaning of sympathy.

One of the most outstanding characteristics of human nature is commonly known as the drive to self-realization or self-completion. This is an unsatisfactory term to describe this universal tendency, but as yet none more satisfactory has been given by scientists. This tendency is not a definite, specific way of acting, but it is rather something that follows the lines of every native or inherent drive or tendency. It is manifested in physical growth, in the urge to bodily movement, and in the ceaseless desire for all forms of physical, mental, and emotional activity along the following lines:

1. The drive to create, to produce, to achieve.
2. The drive to question, to investigate, to explore.
3. The drive to communicate with others.
4. The drive to excel, to compete, to rival.
5. The drive to play.

As we observe children we see these dominant drives or urges exhibited constantly. The drive to create and produce is shown in the many constructive activities in which children engage. We see them with wood, hammer, and nails carrying out their play purposes. They are building stores, doll houses, farms, bridges, and airplanes. A doll and some bright-colored scraps will start a young mother on an active program of dress-making. Rocks, sticks, blocks, sand, and all the crude elemental material in his environment are quickly converted by the child into creations of his own purposes.

The child is by nature an explorer. His eager fingers reach out to touch and handle things about him. He breaks open the music box to see what makes it tinkle. He peeps into boxes and dresser drawers to investigate the contents. He asks endless questions about everything with which he comes in contact. He stops at shop doors and peeps into the fascinating interior.

"And children coming home from school
Look in at the open door;
They love to see the flaming forge
And hear the bellows roar."

The drive to communicate shows itself in varied forms. Children delight in telling mother, the teacher, and other children what they have discovered, done, or thought. A nice white fence or a cement walk offer themselves as irresistible places on which to scribble. Blackboards, papers, and even the walls of houses stimulate this urge to express themselves, to communicate.

Children not only wish to express their own ideas, but they delight in putting themselves in the place of others. Spend an hour on the playground, and you will observe the prominence given to dramatic play. They attempt to live out in imitative, imaginative play every occupation and activity of their environment. They play housekeeper, fireman, soldiers, cowboys, Indians, teachers, and doctors. They make up plays, shows, circuses; stage and present them in backyards and vacant lots in the presence of appreciative juvenile audiences. The following will serve to illustrate the coöperative dramatic interest of children and their ability to plan and execute enterprises:

Several children made a home out of a large packing box. The family was organized, and provision was made for the needs and welfare for the home group. A stove was constructed of brick and a piece of sheet iron. Dishes, pots, and pans were collected. Furniture was made and set in place.

Other groups caught the idea, and soon there were three families in the play community. Visits were exchanged, and a number of social activities ensued. In a short time a grocery store was started. This suggested other types of stores and shops. Soon the play expanded into the building of a play city. Goods were made and collected and exchanged. Milk bottle stoppers made good substitutes for money. The organization of a fire department gave a new interest. The exciting event of a circus in town stimulated the group to stage a parade in the streets of the play city. This play occupied a number of weeks, and it employed about twenty-five children of primary age.

The Child and His World

It is highly important that the teacher know the world or the social environment in which the child lives. From what kind of home does he come? What are the details and standards of the parents? What are the parents' attitudes to religion? What are the influences of the school and community? What are the sights and sounds which play upon his sensitive nature? What are the currents or cross-currents for good or evil which play back and forth through the fabric of the child's daily life?

It is impossible to analyze and understand many of the influences of the child's environment. But the tactful and observant teacher may be able to learn many facts which will be of great value in helping her to understand the child and to provide better for his religious growth.

Life and Growth

It is often said that human nature does not change. This statement, like many other popular proverbs, is not true. Human nature is *always* changing. The most characteristic feature of life is growth. Even when starved, suppressed, and mangled, this great primal urge of growth pushes up and on to fulfill divine destiny. The child is always changing. Thorndike says, "Education is the process of bringing about desirable changes." Without modifiability, there can be no education or growth.

Unity of Life

This brings us to the consideration of another characteristic of child nature, that of unity. The child is not divided into sections or separate compartments which may be labeled physical, mental, social, and religious. Every time he responds to a situation he acts as a unit, his whole being is involved. He does not learn his memory verse without learning a dozen or more different things. When he makes a doll-house, scrapbook, or learns a song, he is inevitably learning many other things, such as attitudes to his teacher and school, pride in doing a good job, pleasure in group activity, and personal responsibility. For this reason it is difficult to classify units of work and materials as religious and nonreligious. Teachers of religion are often puzzled when certain enterprises and materials are suggested for the Church school, and they frequently ask, "What is the religious value of such a curriculum?" "Are we not attempting to duplicate the curriculum of the public school?" The Church school would not compete with the public school, if it were possible. The two must stand together with the home, as the most important forces in the life of the child. We must, however, keep in mind that there are no separate laws of learning religious and secular truths. The child's whole nature is involved in everything he does. When religion is disassociated from life, it becomes a dead and artificial thing. The child's religious growth may be measured by (*a*) the ideas or concepts which he has of God and his purposes and (*b*) the ability to control his conduct according to these ideals.

Worship and Religious Growth

Worship is a very subtle and elusive experience, and it is most difficult to describe. Commonly accepted forms and modes of worship, such as prayer, song, and Scripture material, may or may not contain elements of worship. The perfunctory reading of Scripture, formal prayers, and offering are not *real* worship. The distinguishing feature of worship lies in the feelings, longings, and attitudes of the human soul.

We face the great mystery of the universe with awe and questioning. Often we are confused and perplexed, and our troubled souls seek for the meaning of life and for God. At such moments God comes to meet us and brings peace and tranquillity to our confused and troubled hearts. This is worship.

Religion has to do with the purposive organization of life, with the process of fitting together the varied desires, impulses, and interests of life into a unified whole. Character means more than the performance of habitual acts. It implies insight and vision and the relation of those acts to a great purpose. To the Christian this means identifying one's self with God and with his purposes as revealed by Jesus. This worship experience has been expressed by the psalmist in the following:

> "Search me, O God, and know my heart,
> Try me and know my thoughts
> And see if there be any wicked way in me,
> And lead me in the way everlasting."

This insight and consecration does not come through merely doing fine deeds. We need to reflect on our acts and their relation to God's will. Reflective thinking and meditation give us fresh courage and inspiration.

Our hearts are filled with gratitude when we consider the goodness, mercy, and loving-kindness of God. We long for the joy of companionship and yearn for divine approval. We give expression to these feelings by means of prayer, hymns, and service. In other words, we worship.

It is of tremendous importance that the growing child have these experiences of worship. Without them he cannot develop religiously. Adults are inclined to minimize the problems of chrildren, and they often think of childhood as a period free from cares, doubts, and perplexities. In reality, the problems of the child are equal in number and importance, proportionately, to those of adult life. He is conscious of his helplessness and dependence. His needs are always greater than his ability to supply them. His world is often disorganized and chaotic, and many times his experiences are fragmentary and meaningless. He plans with the varied colored bits of life, never dreaming of the purpose and pattern of the whole. He is a creature of untrained drives and impulses, which push him now here and now there. Life is full of fears, mysteries, and terrors.

By means of worship experiences the child is led to a consciousness of God and his care and protection. It is the process by which his life is reset, redirected and controlled according to Christian ideals and attitudes of love. Worship is not an isolated experience, which may be set off in formal and set periods, but it is a vital part of life, and it should give meaning and motive to the whole of life. It is both social and divine in nature and tends to fuse all of life into one complete whole.

For this reason no definite period has been set aside in the program of this course for a worship service as such. A carefully worked out list of worship materials and suggestions for detailed use of these materials will be given with each unit. (See pages 57, 64, 65, 89, 90.) This is to help the teachers prepare and create situations which will lead the child to think of God and the work he has for his children to do in the world and to arouse their desires to work in a whole-hearted purpose with God. As James so aptly expressed it, "God and I have business together." If we can get children to thus identify themselves with God, there will come the feeling of nearness and fellowship, the desire for guidance and approval, and an ever-growing consciousness of himself as a member of God's family and of his relationship in that family.

How Does the Child Learn?

What is meant by the term "to learn"? What are the most favorable conditions for learning? To many of us learning is associated primarily with school and formal instruction. When we think of learning, we think at once of the three R's or of such activities as memorizing Bible passages, working problems, or some form of the acquisition of knowledge. We often overlook the vast amount of informal out-of-school learning. This takes place around us every day. It is well known that children learn more quickly and more efficiently out of school than they do in school. We are often amazed at the amount of knowledge and skill the average child picks up, so to speak. How often have you heard the suprised exclamation of a parent, "How and where did my child learn that?"

The child learns something every moment of his waking hours. Every experience which he has changes him in many ways; he comes out of an experience a different child. This is what Thorndike means when he defines education as the process of producing desirable changes and preventing undesirable changes. It is the business of education to see that desirable changes take place.

The ease and quickness with which children learn out of school should be suggestive to the teacher who is seeking favorable conditions under which learning takes place and the laws which control the process. An analysis of an act of informal learning out of school will reveal many valuable facts. The learning situations described below have not been selected for their religious value, but they are given to illustrate some informal learning experiences of normal children.

Learning to Ride a Bicycle

Dick proudly announced one Sunday, "I have learned to ride a bicycle." What had happened to Dick as the result of this experience? A change had taken place in him. He could now do something which last week he could not do. He had developed new skills, new controls of his movements, new powers. When he mounts a bicycle he can balance himself, pedal, and guide all at the same time. How did he learn to do this? If we study the situation, we shall find the following factors or elements present:

1. *The environment stimulated him to learn to ride.* Most of the boys on his street had bicycles and could ride. Dick had observed them and noted their movements or the way they rode. He observed the satisfaction which they got out of the act. He heard their exclamations of delight over the experience.

2. *Dick wanted more than anything else to learn to ride.* There was the strong instinctive drive for new experiences, for activity which the bicycle riding offered. He wanted to do what the other children were doing; he wanted to compete with them and to exhibit his prowess. The psychologist would say that Dick was in a state of readiness to ride a bicycle; his mind was set to that end. In school and out of it he could think of nothing else.

3. *He practices with satisfaction.* Dick accepts every opportunity to practice which comes to him. Certain movements bring success; others bring failure and discomfort. He gradually eliminates the wrong movements and selects the ones which bring success. He has clearer ideas of the proper way of riding.

4. *A definite thing was learned.* Dick was conscious of the end, or purpose, which he had set up, and he was conscious when he had succeeded. He announced, "I have learned to ride a bicycle."

The Stages or Steps in Learning to Ride a Bicycle

1. *A definite purpose* in the mind of the learner: to ride a bicycle.

2. *A plan or pattern.* Dick observed the other children riding; he noted their movements; he asked questions; he set up a plan.

3. *Execution.* The plans were put into execution; he practiced with satisfaction.

4. *Evaluation.* Dick selected the successful movements and discarded the unsuccessful ones. Learning had taken place; he knew he could ride.

Learning to Make a Doll Kimono

1. *The Influence of the Environment.* Susan goes to play with Mary, who exhibits a doll kimono, which she announces she had made. Susan wants to make a kimono like it. The pattern seems simple. She thinks of mother's scrap bag.

2. *Instinctive or Native Drives.* Love of dolls. Desire to imitate and compete with Mary in providing attractive clothes for her doll. The drive to create or construct. All these are a part of Susan's native equipment.

3. *Practice with Satisfaction.* Susan makes the kimono. She is pleased with the result. She sees herself the cause and experiences a thrill of joy over her accomplishments. Her mother and Mary approve of the kimono.

4. *A Definite Thing Is Learned.* Susan knows that she has succeeded. She has done something which she has never been able to do before.

The Stages or Steps in Learning to Make a Doll Kimono

1. *Purposing.* Susan was in a state of readiness to make the kimono. She purposed the act.

2. *Planning.* Susan selected the pattern and material and secured the needle, thimble, and thread.

3. *Execution.* She made the kimono with suggestions from mother and Mary.

4. *Evaluation.* The first effort was not successful. The errors were recognized and eliminated. A new pattern was executed, success ensues, and the kimono is tried on the doll. Susan knows now that she has succeeded; the kimono fits pleasingly.

Learning situations vary greatly according to the type and degree of complexity, from the learning of the names of the children in a class to learning how a Christian boy or girl should act. Learning acts differ also according to the nature of the situation and the thing to be learned, such as learning a song, developing attitudes of reverence and appreciations of nature, attitudes and skill in controlling one's tongue and temper. In each of the acts of learning described the conduct or behavior of the learner was changed. The children were able to respond to certain situations in a way in which they had not been able to respond before the learning took place. The psychologists tell us that the child's nervous system consists of billions of neurones with delicately branching fibers. These neurones possess the quality of receiving and sending sense impressions, which are transmitted to other neurones which cause action or response. All human action is described in terms of these neural bonds or connections. It is impossible for any action, physical, mental, or emotional, to take place without these neural bonds or connections being brought into action. When a thing is learned it means that a change has taken place in the bonds or neural connections which make it easier for that particular act to occur again. Learning may therefore be described as the process of strengthening and weakening neural bonds. The test of all learning is the effect it has on conduct or behavior. Kilpatrick says, "Nothing has been learned until it has been made over into actual ways of believing."

Merely telling or showing does not make habit bonds. This is why much so-called religious teaching has produced so little effect in the conduct of children and adults. We have deluded ourselves into believing that telling a child to be honest and truthful, or having him listen to a story which illustrates these qualities, will result in forming attitudes and habits of honesty. Formerly we have been content to have children memorize questions and answers and Bible verses, thinking that by these means we were developing Christian character. The average parent and teacher cannot understand why repeated admonitions and precepts have so little effect upon the behavior of the child. A mother said recently: "I have told Harry a dozen times not to do that. What I tell him seems to go in one ear and out of the other." She does not realize that Harry does not form habits of behavior from the mere telling of things, but by actively responding to the situation in a definite way. A child accurately described her Sunday school with the following comment: "I do not like to go to that Sunday school. It is a listening school." Alas! so many of our Church schools are listening schools!

The Laws of Learning

The Law of Readiness. This means that the learner is in a state of readiness to learn. He is conscious of some desirable end or purpose, and his mind is set to accomplish that purpose.

The Law of Effect. Practice with satisfaction strengthens bonds. Disuse or dissatisfaction tends to weaken habit bonds.

The Law of Exercise or Repetition.

Many Learnings in One Situation

In addition to the above well-known laws of learning, there is another factor which must be considered. This is sometimes called the *law of association or marginal learnings.* We never learn one thing at a time. On account of the nature and complexity of the nervous system many habit bonds are formed in each learning situation. When a child is forced, against his will, to memorize a passage from the Bible, he may be learning at the same time to dislike his Sunday school and to think of the Bible as a dull and uninteresting book. It is possible for him in the same act to develop attitudes and habits of careless work. In the act of learning the Bible passage the committal to memory of the words in serial form may be called the primary learning. The varied number of attendant learnings are sometimes called the associative or marginal learnings.

Teaching is concerned not only with the guidance of primary or direct learning, but with the associative and indirect learnings as well. All learning is controlled by these laws. Activity as a method of learning is not limited to manual or physical activity, such as making a wagon or painting a picture, but it includes all the enterprises in which the learner, under the guidance of the teacher, takes part in purposing, planning, executing, and judging.

The ability of primary children to purpose, plan, and successfully execute, and to judge ends and purposes has sometimes been questioned. Observation of children in play will reveal that they are constantly engaging in purposeful activities and that they are able to evaluate the success of individual and group enterprises.

The following report of an observation of free play of primary children will illustrate their ability to work out group enterprises along the following lines of purposeful activity:

Purposing
- Initiation of a purpose.
- Judging the worth or value of the purpose.
- Choice of a purpose.

Planning
- Initiation of plans and means.
- Judging plans and means.
- Choice of plans and means.

Execution of Purpose and Plans

Judging
- Initiation of means of improvement.
- Judging means and plans of improvement.
- Choice of improvement means.
- Execution of improvement means.

Having a Show in the Back Yard

Seven children met every afternoon in a spacious yard to play. Their ages ranged from five and a half to eight years of age. Several large packing boxes, smaller boxes and barrels, some boards and toys, an acting bar, a slide, and a sand pile constituted the equipment and materials for play purposes.

Purposing the Activity

Caroline: "Let's play house. I'll be the mother, and George can be the father, and the rest can be the children." (Initiation of purpose.)

George: "O, no; let's play Indians and cowboys. I'll get my suits. I'll be the chief, and we will have a real fight." (Initiation of purpose.)

Jane: "I don't want to play fighting; I'd rather play something else. Let's play school." (Judging purpose.)

There follows a spirited argument, all talking at once, each contending for his particular interest or purpose.

Caroline: "O, do hush, every one! I tell you something we can play which will be dandy fun. Let's give a show!" (Initiation of purpose.)

Children: "O, that would be fun!" cried the children in chorus. (Choice of purpose.)

Planning the Show

Jack: "I'll be a clown. I have a clown suit." (Initiation of plan.)

Jane: "I can make up a play and act it out. I know a good story." (Initiation of plan.)

Jane: "I'll give an Indian stunt, and Jack can dress up in his cowboy suit and throw the lasso like the man I saw in the rodeo." (Initiation of plan.)

Jack: "But I don't know how to throw the lasso." (Judging George's plan.)

George: "I can show you how, and then you can practice." (Initiation of means.)

Elizabeth: "What can I do?"

Jane: "You can sing a song, an Indian song, 'cause you have an Indian suit and all." (Initiation of plan.)

Elizabeth: "O, that will be fun! There is a real cute Indian song in one of our books at school. I could learn that." (Judging the plan or means.) "Mother will help me. We could make a wigwam, and I could come out with my papoose and sing it to sleep." (Initiation of means.)

George: "Then I could come slipping through the trees and snatch the papoose and run off with it. Then we could have a real fight." (Initiation of means.)

Elizabeth: "No, you wouldn't either. We are not going to have any fighting in this play. I won't play if you act like that, George." (Judging the means.)

Caroline: "O, quit fussing and let's get to work. What can we have for a stage? Who will come to the show? Let's charge a penny for each one who comes."

The planning for the show went steadily on with much discussion, disagreement, success, and failure. This occupied several hours each afternoon for three days.

A crude stage was constructed of the two large packing boxes. Sticks were nailed up on each side to support a burlap curtain. Stage furniture and other properties were constructed or brought from home. Costumes were gathered together. Songs and stunts were practiced with much gusto and enthusiasm. Tickets were made and sold, and the audience was seated on boxes, blocks, and chairs.

The Execution of the Plans

The show was given to an uproarious but appreciative audience.

Judging the Performance

Caroline: "Allen, you forgot your part, and Jane got to giggling so no one could hear what she said." (Initiation of improvement.)

Elizabeth: "O, Jack looked so funny in his clown suit, I do not see how anyone could have kept from laughing." (Judging the success of Jack's stunt.)

Jack: "Your song was swell, Elizabeth." (Judging the success of the song.)

Caroline: "I think we all did fine. I think all the children who came had a good time. They all want to take part in the next show we give." (Judging the success of the enterprise.)

Jane: "O, let's give another show; this one was so much fun! We can have a better one next time." (Choice and initiation of a new purpose.)

Life and growth center around dominant interests and purposes. The teacher of religion must be familiar with the native interests and drives of the child, and she must be able to make use of these to stimulate him to the selection of worthy Christian enterprises. Christian character is based on the ability of the individual to make right purposes or choices. Purposeful activity is more than child amusement, or devices to acquire certain knowledge and habits. Purposeful activity is a principle of learning. It is unifying and organized the forces in the life of the child.

The Curriculum of Religious Education

The objective of religious education is to promote the highest type of Christian living. The pupil's experience is the organizing factor in the process of education. The curriculum of religious education should then be a course in living. Any experience which enriches and broadens the life of the child, and which gives him insight and control in living, is material for the curriculum. As Coe expresses it, the curriculum of religious education is not an orderly set of ideas, but it is a graded series of experiences in social living.

What Are Units of Work?

The older type of course of study was broken up into smaller divisions, which were known as lessons. A lesson commonly meant a task or subject. This was imposed upon the class by the teacher. It had to be accomplished to the satisfaction of the teacher. To a great extent the term lesson has been abandoned in the curriculum of the modern school. This curriculum is divided up into smaller teaching divisions called units of work.

A unit of work is a bit of living experience which is recognized by the learners as worth while. A unit of work draws upon all phases of life experiences and makes use of various kinds of activities and subject matter. The unit is the central unifying purpose or plan, which becomes the framework or basis of organization, which brings the subordinate activities into proper relationship. The activities engaged in giving a show in the back yard (described on pages 33-35) are an illustration of a unit of work in the play life of primary children.

Units of work vary in nature and scope and may include many different kinds of subordinate activities. It will be impossible to list all of these activities in a unit of work. The most common and well-defined classes are: constructive activities, problem or investigative activities, communicative, appreciative, and game activities.

Criteria for the Selection of Units of Work

A unit must develop the right attitudes toward God and Jesus and must provide practice in Christian living. The purpose of the unit should be vitally related to the life interest and needs of the children. They must feel that the enterprise is worth while. It must give fuller and richer meaning to the life experiences of the children. The unit must stimulate many different kinds of activities and must provide for both individual and group enterprises. A rich unit will include all of the five classes of activity given above and at the same time may possess a major characteristic such as the constructive type, for example, making a doll house for a mission kindergarten; problem type, finding out how God supplies our food; communicative type, dramatization of a story. Units of work must lead the children from the level of present experience to higher levels of life. The practicability of the unit must be considered with regard to Church school conditions, time, equipment, and the ability and skill of the children. All necessary material for the successful completion of the unit must be available.

CHAPTER III

TEACHER GUIDANCE IN PURPOSEFUL ACTIVITY

Religious education is the process of continuous growth in purpose, insight, knowledge, and control in Christian living. Normal learning comes to the child by means of following his interests along the lines of purposing, planning, executing, and judging the process of living. This interpretation of education has resulted in many changes in the curriculum and the methods of teaching.

The Place of the Teacher in the Activity- or Experience-Centered Curriculum

In the midst of such radical changes in the viewpoint of learning and teaching, it is not surprising that many teachers throw up their hands in despair and ask: "What place has the teacher in such a school? If learning comes by means of self-activity on the part of the child or the learner, what is left for the teacher to do?" At no time in the history of education has the teacher occupied such a position of honor in the school. The public schools have long recognized the adage, "As the teacher, so is the school." If this is true of public education, it is doubly true of religious education, where personality plays such an important part in the process. Let us consider some of the special functions of the teacher in the new type of school.

1. The teacher studies the child and notes his dominant drives or interests, such as: to create, to investigate, to communicate, to play, to excel.

2. The teacher discovers the stimuli, or the situations which contain the stimuli, which will arouse the child to response along these native drives or urges. She provides and controls the environment, eliminating, adding to, modifying and emphasizing certain features, in order that the learner may act along the desired lines.

3. The teacher is the special agent for the Church and society to guide the learner toward certain objectives or ends.

4. The teacher, having greater experience, wisdom, and skill, is able to

guide the child into a richer, fuller, and more abundant life. By reason of her knowledge and mature experience, she is able to lead him to discover problems, and she can direct him to sources of information which will aid in successfully solving problems in Christian living.

5. By living in close personal touch with God, she is able, by her example, to lead the child to a conscious knowledge of the Father and into a desire to coöperate with him in carrying out his purposes.

The teacher has thus assumed a new rôle in the school of to-day. She is no longer an autocrat, but is a wise, resourceful friend and guide. She carefully refrains from dictating her purposes and plans to the children, but she provides opportunities and materials which will stimulate them to choose and successfully execute Christian enterprises. This does not mean that the children are given license and allowed to do as they please. The teacher must never lose control of the situation and must by all means prevent the children from wasting time, from forming bad habits, and from interfering with the rights and comfort of others. She must see to it that the child grows religiously, and she must ever keep in mind that real growth can come only when the learner is stimulated and directed to help himself. Religious education must not stop with the forming of good habits and the impartation of knowledge of right and wrong; but it must lead the child to *want* to do the right thing and to *want* to give himself in joyous and whole-hearted loyalty to God and his will.

The Preparation of the Teacher

Since the curriculum centers in the life experiences of the learner, it must be flexible, and it must have the possibility of adaptation to local conditions and to the needs of the learner. There are few teachers, however, who do not need assistance in setting up objectives, in the selection of activities and materials, and in the definite suggestion as to principles and methods of attaining these objectives. The author has endeavored to call attention to some of these principles and has attempted to suggest a list of valuable units of work for the vacation session, with detailed plans and reports showing how these principles were carried out with the group of primary children. See

Unit of Work I: Finding Out How We Get Our Food, page 58; Unit II: Shepherd Life of Bible Lands, page 85.

The Teacher's Written Plan

The written plan should not be a burden to the teacher, but a valuable aid, and it should be kept in her personal notebook. This is called a preliminary plan and may contain the following items:

1. The date and number of the group.
2. The purpose, stated from the viewpoint of the children.
3. The aim or objective of the teacher.
4. Reference material for the teacher.
5. Possible activities which may be outcomes of the unit.
6. List of material for the children.
7. Write out the proposed method, after visualizing the class session. This will be the way in which she will attempt to stimulate and direct the group. She should put in as much detail as she thinks best.
8. The class schedule or program.

This written plan should not be followed too closely. After each session it would be well for the teacher to compare her preliminary plan with what actually happened in the session. If the preliminary plan is followed too closely, there is danger that the children are not given sufficient freedom in working along their purposes. The methods should also be checked by the laws and conditions of learning given in Chapter II.

Primary Conditions of Guidance

Purposeful activity from the educational standpoint depends on two primary conditions:

1. Stimulation of child activity along the lines of the native drives.
2. Direction of child activity along these native urges.

Teacher guidance consists in the provision of these two important conditions. Let us consider the first.

How the Teacher Guides by Means of Stimulation

Guidance by means of stimulation consists in providing a rich environment which is full of varied stimuli which will arouse the response on the part of the child in the desired action. Individual difference, interest, capacities, knowledge, and skills must be kept in mind, and the important laws of learning through pleasure and satisfaction must be remembered. The teacher will see that the child's environment is rich in such stimuli as games, stories, tools, sports, pictures, models, occupation, natural phenomena, and varied construction materials.

Setting the Stage.—This term is used by the Lincoln School to designate the process of stimulation which the teacher uses in order to get the learners to choose the unit of work which she thinks interesting and valuable for them. The teacher, of course, has studied several units of work, and she has selected a tentative unit, which she hopes the group will choose. She is equally desirous that the children feel the value of this unit and that they shall enter into the enterprise with whole-hearted purpose. Children are very susceptible to suggestions, and it is almost uncanny how they respond to indirect stimulation. This preliminary planning is done largely before the class session.

If the teacher wishes to suggest group discussion, a story hour, or conversation, the chairs may be arranged in an informal semicircle. An easel on which a picture may rest and placed in the circle will suggest a picture study. The chairs arranged around the piano or victrola might suggest singing or listening to music, or worship. If the activity is of the constructive type, the chairs may be placed against the wall, and the worktable with material and tools may be displayed. The children should be allowed to examine the material and tools. Frequently a child will begin an individual activity and thereby draw the other children in the group to do the same. Valuable units of work are often initiated in free periods. The teacher may have to change her plans, and she may have to make new approaches. In such cases she will have the satisfaction of knowing that these activities were initiated by the group. The teacher, however, must keep before her the criteria or standards of judging units of work, and she must form habits of resourcefulness in guiding the children to discuss and compare activities before making choices. Under no circumstances should the children be allowed to spend their time on activities which have no educational or religious value.

If the teacher wishes to suggest a definite unit of work, the preparation should be made with that purpose in view. For example, if she wishes the children to choose such a unit as Forming a Flower Club, she should prepare for the first session by placing vases of flowers about the room. There should be books about flowers, blue prints of flowers, and microscopes and reading glasses with which to observe the details of flowers. A teacher who wished her group to love and appreciate birds and to coöperate with God in caring for them used the following means of stimulating the choice of a unit along this line: Bird Neighbors: A canary was borrowed from a friend for the occasion. Pictures of birds were displayed. Books and copies of *Nature Magazine* were placed on tables. The canary became the subject of spontaneous conversation. It was very easy to direct the group to the choice of this unit.

The thoughtful and far-sighted teacher will not be too prodigal with her material at the start, but will hold back reserve material which will serve as fresh incentives at the different stages of the enterprise. The teacher should be on the lookout for leading remarks from the children. Time is not wasted if purposes and plans are reconsidered. The important thing is to give the children time in which to discover problems and ways and means of solving them.

Conversation as a means of stimulation and direction plays a very important place in teacher guidance. By means of conversation the teacher suggests activities and explains the various stimuli in the environment. The conversation gives the child an opportunity to tell of his experience and to hear the experiences of the others. Thus his world is enlarged. Thoughts and ideas are communicated to each member of the group. This conversation period serves as a forum to which the child may bring his questions and problems. In this way misconceptions are corrected and thinking is stimulated. The teacher makes a timely statement, or asks a thought-provoking question, or she gives an explanation, all of which may serve to direct the purposing, planning, executing, and judging of the enterprise.

Teacher Guidance Through Direction

Guidance in this particular means directing the children in the face of a felt difficulty. One of the primary conditions for learning is satisfaction and success. The teacher constantly should keep in mind this maxim: "Practice with satisfaction strengthens habit bonds. Practice with annoyance weakens habit bonds." Direction of purposeful activity demands that the teacher see that the children select the activity which will be practical and in their power to bring to a successful completion. It means that the teacher help the child overcome any difficulties which may arise in purposing, planning, executing, and judging; in providing material and in explaining to the child the proper sources for securing information and materials. For example, direction may consist in aiding the child to find an interesting story to read or tell, how to paint a bookshelf or flower pot, how to cut block letters, where to secure material to make a costume, how to mount an exhibit, how to write a letter of thanks, how to use a pattern, and how we may learn about Jesus.

In discussion of the unit of work (Chapter II, page 36) it was stated that the unit of work consisted of various types of activities, such as constructive, problem, communicative, appreciative, and game activities, and that the unit served as a basis or framework around which the activities were related. Each type of activity, however, possesses certain distinguishing characteristics which call for special methods of teacher guidance. The remainder of this chapter will be given to the discussion of special methods of teacher guidance along the lines of the constructive, problem, communicative, and game activities. We should keep in mind the fact that these activities are a part of the unit of work and should not be considered apart from the unifying purpose of the unit of work.

Stimulation and Direction in Constructive Type of Activities

PURPOSING THE ACTIVITY

Guidance of constructive activity takes place through the provision of a number of stimuli, which will arouse the native drive to create, to construct, to produce. The fact of individual difference will necessitate the provision of a great number and variety of objects and material. This is especially true where the midweek and vacation classes are composed of children of different ages and capacities, ranging from the first through the third grade. This is not an impossible task, however, when we consider the strong drive which all children have to construct something out of crude materials. The stimulation of constructive activities will include a wide range of objects along the following lines:

1. A workshop or place in which to work. A corner in the basement or a separate room can be fitted up as a workshop in which to do this constructive work. If this is impossible, a rough table may be used in the primary room. See page 16 for suggestions for equipment.

2. Tools, scissors, pencils, paint brushes, hammers, saws, knives, rulers, and punch. See page 18 for tools.

3. Materials, such as paper, boxes, paint, wood, tin, cloth, cardboard, yarn, raffia, cement, clay, plaster paris, sand, soap, and shellac.

The teacher may prepare in advance several units containing worth-while constructive activities which the class might undertake. Explain to the children that they will be given an opportunity to select one of these or to suggest other enterprises. Give them time to discuss and express their preferences The teacher directs and stimulates by suggesting the unit of work which she has in mind. By means of conversation she leads the group to consider the desirability and practicability of the different activities suggested, and she helps them discover methods of selecting one for the group.

PLANNING THE ACTIVITY

Stimulation involves the provision of books, pamphlets, pictures, drawings, design models, and plans for constructive work of all kinds. Planning the materials, tools, plans, and processes which are necessary in the making of the article. For example, planning to make a booklet would include the following materials: (1) the paper for leaves and cover; (2) pictures or other materials which go into the booklet; (3) tools, such as scissors, pencils, crayons, and punch; (4) method and plan of construction.

The teacher and the children should have access to books, models, designs, and methods dealing with simple construction activities. These should be placed in the library, storeroom, or on the reference shelf and table. The teacher should explain to the children this reference material, and she should help them to find such assistance as they will require.

Successful guidance of the hand or constructive activity means that the teacher stimulates and directs the child as follows:

1. Give assistance in securing, preparing, and using materials and tools and in overcoming any difficulties which may arise.

2. Give assistance in leading the child to have ready such plans as drawings, models, and directions for making the proposed article. If the enterprise is a group project, they may be stimulated and directed in making out a written plan for ready reference. This plan can be written on the board or in a notebook.

3. See that the child is given freedom and time to work out the plan. Remember that time, material, and tools are not wasted if the first attempt is not successful. If the purpose or goal is sufficiently strong and clear in mind, the children will not be satisfied with a poor product, but will want to try again and again until the finished article will serve its purpose.

4. The teacher should carefully refrain from giving the children too much assistance, but she should be ready to stimulate and direct them in overcoming difficulties, such as suggestions as to how to use tools, how to perform certain skills, as cutting, writing, reading, and painting. She should help them by directing them to books, drawings, and models and by taking the tools and demonstrating the best methods of work. Some children will be too confident, and they will not want to wait for direction. Others will rely too much upon the teacher and will want her to do all the difficult tasks for them. These timid children should be encouraged constantly to select activities within their powers, and they should be given skillful directions in order that they may feel the glow of satisfaction in overcoming difficulties.

A helpful list of books on constructive activities follows:

Industrial Art Coöperative Service, 519 West One Hundred Twenty-First Street, New York.

Beard: "How to Make Things."
McKee: "Purposeful Handwork."
Worst: "Construction Work in the Primary Grades."
Bibbs: "Primary Handwork."
Bonser and Mossman: "Industrial Art for the Elementary Schools."
Lemos: "Color Cement Handcraft."
Advertising materials from dealers in and makers of cement.
American Home Corporation pamphlet on "Home Dyeing."
Beard: "Little Folk Handy Book."

Brigham: "Box Furniture."
McBride: "First Book of Photography."
Stokes: "Toy-Making in the School and Home."
Industrial Art Magazine.
School Art Magazine.
Pattern sheets of the three Primary Closely Graded Courses, large picture sets.

Judging the Activity

The nature of this type of activity makes the step of judging more simple than that of most any other type. If the purpose or motive is sufficiently strong, the children will know at once whether or not the finished article will serve their purpose. If a boy wants to make a wagon, he knows without much direction whether the wagon will run or not. Susan knew that the first kimono she made for her doll was too small. The ease with which the child can judge the activity depends upon its nature and the degree of interest with which he enters into it. Teacher guidance consists in helping the child along the following lines:

1. Helping him discover the strong and weak points in his work.
2. Helping him to compare his work with the models and written plan, or with the work of other members of the class.
3. Helping him to discover and work out improvement along the lines of better materials, tools, and method of work.

Stimulation and Direction of Problem Type of Activity

The distinguishing characteristic of the problem activity is the drive to discover, to explore, to find out something, to investigate. This may cover a wide range of activity, including the following: "Why do we come to the Vacation school? How shall we pray? How does God supply his children with food? How do flowers make seed? How should we treat people who are unkind to us? How is our city protected? Why should children keep the laws of the city?" and many others. This type of activity is often called the excursion type, for the reason that it is the means most often used in carrying out the purpose. The term excursion is here used in the broad sense, including activities of investigation carried on at home, in the classroom, library, museum, books, exhibits, excursions to various institutions and places in the community, and nature trips. The excursion or investigation activity may include the entire range of civic and industrial life and the social and religious problems which the child is facing.

PURPOSING THE EXCURSION ACTIVITY

The children may be stimulated to purpose an excursion activity along the following lines:

1. Give them opportunity to discover the problems and things that they want to investigate.
2. The teacher may prepare in advance a list of problems in which she thinks the children are interested. She should give them access to a wide range of life activities and occupations in the Church school, Church, and community. These may include a study of plant and animal life and the phenomena of earth and sky.
3. Call on the children to suggest problems which they wish to work out.
4. Allow time for discussion of the value and practicability of the problems suggested. Give each child time to express his preference.
5. Write the choice or selection on the board or in the child's notebook.

PLANNING THE EXCURSION ACTIVITY

The success of the excursion will depend to a large extent upon the careful planning. The teacher may stimulate and direct the children along the following lines:

1. What to find out. For example, How was our church built?
2. How to find out. Sources of information: home, school, church, storeroom, library and other public institutions; books, pamphlets, pictures, charts, and exhibits. People: pastor, officials, parents, teachers, older people, friends, and experts of the community.
3. Plans for getting information.
4. The teacher should help the children overcome any difficulties which may arise, such as: How to get information, How to read the books, and How to carry out the plans.
5. The teacher should lead the children to make careful plans for an excursion, for instance, an excursion to a city market:

(*a*) The date of going.
(*b*) The place or places to visit.
(*c*) How to go.
(*d*) What to observe when we get there.
(*e*) What to do when we get there.

Before taking a group of children to a farm, shop, institution, or public building the proper authorities should be interviewed in advance, and information should be secured as to the best time to visit, in order that time may not be wasted and that the children may secure the greatest benefit from the experience. See page 47 for illustration of teacher guidance in planning an excursion.

EXECUTION OF THE EXCURSION ACTIVITY

1. Each child should be given time and opportunity to take part in the activity.
2. The teacher should make provision for the excursion.
3. The children should be allowed time to investigate and note the things they want to find out. Their questions should be answered.
4. The teacher should help them to observe and note the things which relate to the purpose of the excursion.

JUDGING THE EXCURSION ACTIVITY

The children should be stimulated and directed to judge the success of the excursion and to find out ways and means of improving the enterprise and, if necessary, to make a second excursion. The plan should be worked over and improvement suggested and accepted.

Stimulation and Direction of the Communicative Type of Activity

The communicative activity has as its distinguishing feature or purpose the drive to communicate, to tell, to converse, to report, to dramatize. It may be either an individual or a group enterprise. The communicative activity may take the following form: to read or tell a story or poem, to sing a song, write a letter, story, or poem; to express ideas by means of clay modeling, drawing, preparing booklets and charts. It will be noted that a number of these communicative enterprises may also be classified under constructive activities.

(See page 43.) The communicative activity may be either of the active or productive type, such as the making of a transparency, which will describe a scene from the Christmas story; compose a poem and sing a song; or it may take the form of passive appreciative type, such as listening to stories, songs, and poems, music, reports, looking at pictures, exhibits, or a beautiful sunset.

Worship may be classified as communicative activity, since one of the distinguishing features of worship is the desire to communicate with God. We desire guidance and help, we long for approval and sanction, and we crave companionship with the Father, we seek communion with him. It will be impossible in this limited space to give detailed suggestions for guidance in the various types of communicative activities. Dramatization usually gives the average Church school teacher more difficulty than any other of the types of communicative activities. Therefore some more detailed plans for teacher guidance in dramatization will be given below.

DRAMATIZATION

Stimulation and direction in leading children to purpose dramatization:

Provide a rich variety of stories suitable for dramatization. The teacher should select for reading and telling a number of good stories to dramatize. All stories do not lend themselves well to dramatization. Some stories may be marred by dramatization. It is not advisable to allow children to dramatize stories in which God and Christ take an active part. Such exquisite stories as the Christmas stories, Jesus and the Children, and other stories in which Jesus plays an active rôle can be more effectively treated in other ways than through dramatization.

Characteristics of a Story Good for Dramatization

1. Full of action.
2. Simple construction.
3. Abundance of conversation.
4. Stage setting, costumes, and equipment not elaborate.
5. The truth of the story positive, not negative.
6. Story familiar to the children.

List of Bible Stories Suitable for Primary Dramatization

The Joseph Stories.
David the Shepherd Boy.
David and Jonathan.
David and Abigail.
David's Mighty Men.
David and the Lame Prince.
Moses's Childhood.
Moses the Shepherd.
Moses and Jethro's Daughters.
Rachel at the Well.
Isaac at the Well.
The Guest Room.
The Shepherd and the Lost Sheep.
The Good Samaritan.
Dorcas the Helper.
Peter Bravely Doing His Duty.

Reference Reading on Dramatization for the Teacher

Miller: Dramatization of Bible Stories.
American Home Series: The Dramatic Instinct of Children.
Norsworthy and Whitley: The Psychology of Childhood, Chapter IX.
Course III, Primary, Closely Graded, pages 136, 137, 180-182.

List of Storybooks

George Hodges: When the King Came.
George Hodges: The Garden of Eden.
Maud Lindsay: More Mother Stories.
Maud Lindsay: The Story-Teller.
Maud Lindsay: Story Garden for Little Children.
Bryant: Stories to Tell to Children.
Carolyn Bailey: For the Children's Hour.
Wiggins and Smith: The Story Hour.
Warner: The World in a Barn.

Brooks Readers: Second and Third Readers.
Perdue: Child Life in Other Lands.
Bryant: How to Tell Stories to Children.
Perkins and Danielson: First Mayflower Program Book.
Perkins and Danielson: Second Mayflower Program Book.
Colson: First Primary Book in Religion.
Colson: Second Primary Book in Religion.
Colson: Friends of Ours.

Selection of the Story

1. Call on the children to suggest stories, songs, etc., for dramatization.
2. Write on the blackboard a list of stories suitable to dramatize.
3. Give the children time to discuss the merits and choose story.
4. Tell the story selected to the group several times. It must be familiar to the group before any attempt is made to use it.

PLANNING THE DRAMATIZATION

The plan will depend upon the nature and type of the story to be dramatized. The age and individual differences of the children must be considered. All story dramatization plans should include the following:

1. The scenes of the story.
2. The characters.
3. The conversation.
4. The stage properties.

The teacher may stimulate the children to plan the dramatization by providing storybooks, pictures, phonograph records, and other materials dealing with the dramatization of stories. She should, by means of conversation, call attention to and explain the books, pictures, etc., and thus bring them to realize the necessity for making out a definite plan. She will direct them then along the following lines:

1. Divide the story into scenes. Call upon the children to make the divisions, helping them to recognize the most effective scenes and to eliminate the others.
2. Write the acts and scenes on the board for reference.

3. Make a list of the necessary characters.
4. Work up the conversation. *Do not have the children memorize the conversation as in the book.* Call upon them to tell what they think the character would have said or what they would have said in the situation.
5. Make a list of costumes, giving sources for materials and tools for making them.
6. Direct the children to make out a list of stage properties and plans for collecting them.

EXECUTION OF THE DRAMATIZATION

1. Give the children opportunity to make the costumes.
2. Make, collect, and arrange the properties.
3. Learn the conversation.
4. Work up and perform the acts and scenes.

JUDGING THE SUCCESS OF THE DRAMATIZATION

1. Provide opportunity for the children to discuss the finished production.
2. Help them discover the strong and weak places in the performance.
3. Lead them to suggest better ways and methods and materials for improving the performance. This improvement may be along the lines of conversation, more effective arrangement of the stage or costumes. Show additional pictures or models. Suggest that they study the story further in order to improve the performance. Remember that the chief function of the teacher in the activity curriculum is to lead the children to discover and work out their own problems. The teacher is to remember that she is not to do the thinking and the work for them.

Stimulation and Direction of the Game Activity

All of the purposeful activities described in this chapter make liberal use of play drives and motives. These activities, however, do not serve as a substitute for the more active physical play of children, which finds expression in games. The distinguishing feature of the game is the drive or purpose to attain a goal, to compete with others and to surpass them. Games are normal group activities with an individual or a group competing with another individual or group. The range includes indoor and outdoor games and sports.

PURPOSING THE GAME

1. Secure a number of books and manuals describing indoor and outdoor games for primary children.
2. Make a list of favorite games of the group.
3. Explain to the children that they may engage in playing games.
4. Call on the children to suggest a game that the group may play.
5. The teacher might suggest a game if the children do not offer one.
6. Provide opportunity for the children to discuss and express a choice for a certain game.

PLANNING THE GAME

The plan of course will depend upon the nature of the game and upon the experience of the children and their familiarity with it. However, a game plan will include the following:

1. The rules of the game.
2. Necessary equipment for the game.
3. Directions as to how to proceed.

For example, plans for playing the game Ring Toss would include such as:

1. Rules: Play individually or on sides.
   Throw the rings over the stake.
   Largest ring counts 1.
   Second ring counts 2.
   Third ring counts 3.
   To throw stand on the toe line, at distance determined from the stake.
2. Equipment for the Ring Toss:
   Two or more rings made of rattan or rope.
   The smallest about eight inches in diameter.
   The next in size large enough to let smallest pass through.
3. Directions for playing:
   The rings tossed in order, the largest first, etc.

Execution of the Game

1. Give the children opportunity to secure the equipment necessary for the game.
2. The teacher provides the equipment, or she aids the children in making or securing this.
3. The teacher aids the children in overcoming any difficulty in securing, making, and arranging equipment.
4. Helps them recall the rules and directions for playing.

Judging the Game

1. Allow each child freedom to suggest improvement of the game.
2. Give opportunity to discuss and express choice of the suggested improvement.
3. Allow them to work out the improvement.

Books Containing a Varied Collection of Games

Bancroft: Games for the Playground, Home, School, and Gymnasium.
Johnson: Education Through Plays and Games.
Palmer: Play in the First Eight Years.
Skies: Spontaneous and Supervised Play in Childhood.
Collings: Project Teaching in the Elementary School.

List of Games for Primary Children

Charley Over the Water, Bancroft, page 65.
Itisket, Itasket, Bancroft, page 268.
Looby Loo, Bancroft, page 280.
Muffin Man, Bancroft, page 282.
Mulberry Bush, Bancroft, page 283.
Cat and Mice, Bancroft, page 59.
Changing Seats, Bancroft, page 63.
Hide the Thimble, Bancroft, page 104.
Farmer in the Dell, Bancroft, page 265.
Bean Bag, Bancroft, page 297.
Blowing the Feather.

London, Bridge, Bancroft, page 278.
Simon Says, Bancroft, page 235.
Hopping Relay Race, Bancroft, page 106.
Chinese Chickens, Bancroft, page 68.
Flower Match, Bancroft, page 220.

OUTDOOR GAMES

Trades, Bancroft, page 199.
Did You Ever See a Lassie? Bancroft, page 261.
Bird Catcher, Bancroft, page 52.
Oats, Peas, Beans, and Barley, Bancroft, page 287.
Follow the Leader, Bancroft, page 89.
Jumping Rope, Bancroft, page 118.
Stoop Tag, Bancroft, page 190.
Animal Chase, Bancroft, page 46.
Lame Fox and Chickens, Bancroft, page 124.
Blind Man's Buff, Bancroft, page 55.
I Spy, Bancroft, page 113.
Japanese Tag, Bancroft, page 116.

PART II

CHAPTER IV

SUGGESTED UNITS OF WORK

An effort was made in Part I to set forth the general principles which underlie sound educational procedure and to indicate the method of teacher guidance in purposeful activity. Part II is taken up with the report of units of work and actual teaching procedure based on the principles outlined in Part I. Each of the units described in Part II was developed by a group of primary children under the guidance of the teacher. Detailed preliminary plans are given for five or six lessons with the list of materials used (see pages 58, 85), followed by general reports of the remainder of the units.

Possible Activities for Any Unit

The wise teacher will remember that, whatever unit is selected, the coming together of a group of children for any purpose provides an opportunity for group living on a high level. Activities such as the following will contribute to the religious growth of each child:

Play games.
Sing songs and listen to instrumental music.
Worship.
Tell and listen to stories.
Serve lunch or refreshments at parties and picnics.
Care for room and church.
Care for material.
Care for growing plants.
Arrange flowers and make the room attractive.
Collect material for selected activities.

Desirable Outcomes for Any Unit

In planning for the experience of group living which any unit provides, such desirable outcomes as the following may be expected:

Sharing with others.
Better attitudes and habits of working together.
Ability to look ahead and make plans.
Greater ability in creative thinking and planning.
Better attitudes and habits of fair play.
Patience and perseverance in sticking to a task until completed.
Doing one's best.
Greater interest in Church and Sunday school.
Growth in reverence for God, the Church, and the Bible.
Sense of loyalty and pride in the Church.
Thought and consideration for others.
Respect for the opinions of others.
Sense of responsibility.
Attitudes of joyous worship.
Appreciation of nature and love for the beautiful.

Worship Material

In planning for experiences in group worship with any unit, the following may be used:

Songs

"The World Is Such a Happy Place," Songs for Little People.
"Morning Hymn."
"The Father's Care," Songs and Play for Children, Danielson and Conant.
"All Things Bright and Beautiful," Primary Course II, Part 3.
"God's Love," Worship Songs for Primaries, Adams.
"A Summer Song," Songs and Play for Children, Danielson and Conant.
"Summer," Melodies, Leyda.
"Friends," Primary Course II, Primary Stories, No. 21.
"The World's Music," Songs for Little People, Danielson and Conant.
"Morning and Evening," Melodies, Leyda.
"Songs of Joy," Child Land in the Sunday School, Jones and Barbour.

"Happy Summer Time," Child Land in the Sunday School, Jones and Barbour.

"Help Us, Lord," Children's Year, Conant.

"A Tiny Grace," Children's Year, Conant.

Scripture

See Primary Closely Graded Courses and Group Graded Lessons.

Two units of work carried out in a normal Vacation school situation are outlined and described in this manual:

Finding Out Where We Get Our Food.
Shepherd Life in Bible Times

Unit 1—Finding Out Where We Get Our Food

This unit was used in a Vacation school at Epworth Orphanage, Columbia, S. C., under the guidance of Mrs. Frances Rawls Morris, in collaboration with the author. While the Orphanage offered some advantages over the local Church school situation, such as the ability to control the time of the children and regularity of attendance, many difficulties and limitations were encountered which seemed at times almost insurmountable. Among the most serious difficulties were the following:

1. Lack of proper and adequate room and equipment. The only room available was the traditional type of schoolroom, equipped with desks tightly screwed to the floor. This greatly hampered the children as to freedom and the type and amount of constructive work.

2. No supply room or funds for securing tools and supplies. Limited school supplies, such as scissors, pencils, crayons, and tablets, were used from the school cabinet. These, however, had to be shared by several classes. A careful survey was made of all possible sources for securing books, tools, and other supplies. Professional libraries of teachers and other friends, school and public libraries were visited, and many helpful books were thus secured.

The teacher's textbooks and Primary Stories of the Primary Closely Graded Courses were gone over carefully, and a list was made of stories, primary songs, Bible verses, and poems on food. The three picture sets, with those of the old primary and beginner sets, contained many pictures relating to the unit. See List of Materials, pages 61-64.

Not all of the material listed was used. A wide range is given in order to furnish other teachers with a list sufficiently rich from which they may make selection. Some of the books may not be available in certain communities, while others will be found there. The books, stories, pictures, songs, and poems actually used in this unit are starred (*).

3. Another serious limitation in the Orphanage situation is that the children live in an institution and do not have opportunities to secure pictures, tools, and odds and ends of material which will be found in almost every home, furnishing a rich and varied source of supplies for the Vacation school. Mrs. Morris was most resourceful in making use of every possible means of collecting material. The kitchens and pantries of the Orphanage were visited and requests made for jars, cans, containers, fruit crates, and boxes of all kinds. The laundry, the printing and carpenter shops, and the stores and factories around provided much useful material, such as boxes, cardboard, and scraps of paper.

Approximately five dollars covered all expenses for supplies for this food unit. This sum did not cover transportation on trips and excursions, however. For these the Orphanage truck was use. In most cases members of the Church would be glad to lend trucks and automobiles for transportation.

What Preparation Shall I Make to Lead My Children to Select a Unit of Work in the Week-Day or Vacation School?

1. Make a careful study of the religious needs of your group or class. (See pages 21-23.)

2. In the light of this study, write out a statement of the aims and objectives of the unit of work. (See pages 10, 11.)

3. Make a careful study of several practical and worth-while units of work.

4. Make a tentative list of these units. Classify them according to value, practical use, time, and materials. Select one or more—for example, Finding Out How We Get Our Food.

5. Consider the problems or difficulties to be faced, limitations under which you work, problems of equipment, room space for work, library, supplies,

fund for securing supplies, source of supplies, transportation for excursions, etc.

6. How can I lead the children to select a valuable and practical religious unit of work?

Read: Curriculum Making in an Elementary School, Lincoln School Staff, Chapters III and IV.

Activities in the Second Grade of the Lincoln School, Keelor.

Eight-Year-Old Merchants, Pratt and Stott.

Report of Unit Work as worked out. (Chapter III, this manual.)

Possible Activities

This list was made out before the unit was begun, and the activities actually engaged in are starred (*).

*1. Conversation about food and food supplies, How God supplies our food.
*2. Going on excursions to get information about food:
    *Visit to the pantry and kitchen.
    *Visit to the farm and dairy.
    *Visit to the market.
    *Visit to the grocer.
     Visit to the corn and wheat mills.
     Visit to the meat market.
    *Visit to the wholesale houses.
    *Visit to the cannery.
    *Visit to the packing houses—Armour, Swift, Cudhhay, etc.
*3. Writing letters asking for information about food and food helpers.
*4. Reading and listening to stories, poems, and songs about food helpers.
 5. Thanking God for the gifts of food.
*6. Looking at pictures of food and those who help to provide it; collecting pictures of good and wholesome food and sources of supply.
 7. Writing a list of wholesome foods for children.
 8. Making a poster showing A Good Breakfast, A Good Lunch, A Good Dinner.
*9. Collecting fruits, vegetables, and other foods for exhibit.

*10. Arranging fruits and vegetables for food exhibit.
11. Making charts showing how fruits, vegetables, and cereals are grown, gathered, packed, and shipped.
12. Modeling fruits and vegetables of clay and painting them.
13. Building and playing grocery store, market, farm, dairy, or cannery.
*14. Dramatizing stories and plays about food.
*15. Working out a worship program of thanksgiving for food.
*16. Planning to share food with friends.
17. Planning a party and the refreshments.
18. Others added by local Church workers who use this unit.

Desirable Outcome of the Unit

1. Associating God with the gift of food.
2. Clearer understanding of the ways by which God gives us our food.
3. Appreciation of God's goodness.
4. Desire to thank him and others for the gift of food.
5. Better realization and appreciation of the many workers who give us food.
6. Clearer understanding of the interdependence of the community.
7. Appreciation of community life, of those who work for the community.
8. Desire to share food with those in need.
9. Knowledge of sources and processes of food supply.
10. Knowledge of good and wholesome food for children.
11. Desire to conserve food.
12. Self-control in eating and drinking.
13. Better attitudes and habits of working together as a group.
14. Ability to look ahead and make plans.
15. Greater ability in creative thinking and planning.
16. Attitudes and habits of fair play.
17. Patience and perseverance in sticking to the task until completed.
18. Doing the best you can on the job.

List of Materials Needed for Unit on Food

The star (*) indicates the material actually used in this unit on food. The teacher should make up her own list of available supplies from this list.

Stories

Primary Course I

*The Boy with the Lunch (Bible), Part I, page 22.
A Boy Away from Home (Bible), Part I, page 63.
Enough to Go Around, page 87.
The King's Thangsgiving, Part I, page 96.
*The Story of Trot, Folder No. 8.
All Who Work, Folder No. 38.

Primary Course II

Story on Sharing with an Unfortunate Family, Part I, page 59.
Thanksgiving, Part I, page 67.
Barnabas (Bible), Part II, page 95.
The Loaf of Bread, Part II, page 123.
Thanksgiving Day, Folder No. 7.
Thanksgiving Day, Folder No. 8.
The Quails, Folder No. 36.

Primary Course III

The Joy Family, Part I.
The City of Friends, Part II, page 75.
Medicine for Margery, Part II, page 194.
Robert's Bus Fare, Part II, Folder No. 18.
Ann's Birthday Party, Part, III, page 293.
Four Princes in a Palace School (Bible), Part II, Folder No. 22.

Books

*Silly Will, Here and Now Stories, Mitchell.
*The Grocery Man, Here and Now Stories, Mitchell.
Billie's Toast, Child Life and Religious Growth, Bonser.
Tommy Tucker Sings for His Supper, Stories from Mother Goose Village.
Phillip's Flour Barrel, Story-Telling Time, Danielson.
How Patty Gave Thanks, The Child's World, Poulsson.
Farmer Brown and the Apples, First Book in Religion, Baker, page 93.

The Thanksgiving Surprise, First Book in Religion, Baker, page 108.

Thanking God for the Gift of Food, First Primary Course for Vacation School, McDowell, page 80.

Our Daily Bread, Second Primary Book in Religion, page 83, Colson.

Manna in the Wilderness, Primary Book in Religion, page 90, Colson.

*The Field, Tell Me Another Story, Bailey and Lewis.

*The Prince Who Was Not Hungry, Tell Me Another Story, Bailey and Lewis.

The Big Red Apple, For the Children's Hour, Bailey.

To Whom Shall We Give Thanks? First Book of Religion, Colson, page 87.

Good Things for All, First Book of Religion, Colson, page 91.

The Palm Tree Village, Friends of Ours, Colson.

*The Planting of the Corn, Hiawatha, Longfellow.

*Joseph and His Brethren in Egypt, Bible.

The Apple Dumpling, The Story-Teller, Lindsay.

Why the Bees Gather Honey, Bailey.

The Birthday Present, Bailey.

The First Thanksgiving, Primary Plan Book, George.

The Farmhouse.

The Plowman Who Found Content.

The King's Thanksgiving.

PICTURES

*The Angelus, Millet.

*The Gleaners, Millet.

*Feeding Her Birds, Millet.

Tired Gleaners, Morgan, Turner Prints, No. 353.

The Potato Harvest, Knaus, Art Institute of Chicago.

At the Watering Trough (Farmer and Horses), Bouverrett, Brown, No. 196.

The Melon Eaters, Murrillo, Brown, No. 1516.

The Cherry Girl, Russell, Brown, No. 1399.

Robin Redbreast, Munier, Brown, No. 1739.

Beggar Boys, Murillo, Brown, No. 1538.
The Balloon, Dupre, Turner Prints, No. 354.
The Head of the Girl with the Apple, Greuze, Brown, No. 1524.
*The Song of the Lark.
*We Give Thee Thanks, Jessie Wilcox Smith.
*The Sower, Millet.
Harvest, Cazin, Brown, Roberts.
Corn Field, Constable.
Going to Work, Millet.
De Profundis, Mosler (plowman stopping his work to pray).
*The End of Day, Adan.
*Morning Greeting, Swinsteur.
The Gleaner, Breton.
The Return of the Gleaners, Breton.
The Man with the Hoe, Millet.
The Woman Churning, Millet.
The Boy with the Lunch, Picture Set, Primary Graded Course I, Part 1.
Enough to Go Around, Picture Set, Primary Graded Course I, Part 1.
The Story of Trot, Picture Set, Primary Graded Course I, Part 2.
Sharing the Feast, Picture Set, Primary Graded Course II, Part 1.
Song of the Lark, Picture Set, Primary Graded Course III, Part 1.
Sharing Good Gifts, Picture Set, Primary Graded Course III, Part 1.
Medicine for Margery, Picture Set, Primary Graded Course III, Part 2.
Sugar Cane Orchestra, Picture Set, Primary Graded Course III, Part 3.

Bible Verses

*"Every good gift and every perfect gift is from above." (James 1: 17.)

"He hath filled the hungry with good things." (Luke 1: 53.)

"O give thanks unto the Lord, for he is good." (Ps. 118: 1.)

"Give us this day our daily bread." (Matt. 6: 11; Ps. 85: 12; 145: 15, 16.)

*"The Lord hath done great things for us; whereof we are glad." (Ps. 126: 3.)

*"The earth is full of the loving-kindness of the Lord." (Ps. 33: 5b.)

"Feed me with the food that is needful for me." (Prov. 30: 8b.)

"Your Heavenly Father knoweth that ye have need of these things." (Matt. 6: 32b.)

*"Your Heavenly Father feedeth them." (Matt. 6: 26.)

"It is a good thing to give thanks unto the Lord." (Ps. 92: 1a.)

*"He careth for you." (1 Peter 5: 7b.)

*"For none of us liveth to himself." (Rom. 14: 7.)

"Teach me thy way, O God." (Ps. 86: 11a.)

"While the earth remaineth seedtime and harvest . . . shall not cease." (Gen. 8: 22.)

"Freely ye have received, freely give." (Matt. 10: 8.)

"Teach me to do thy will." (Ps. 143: 10.)

Songs, Poems, Etc.

Songs

The Orchard, Songs for the Little Child, Baker.
Praise Him, Songs for the Little Child, Baker.
Glad Thanksgiving Day, Songs for the Little Child, Baker.
Song of the Loaf of Bread, Songs of the Child's World, Gaynor, No. 15.
Thanksgiving Song, Songs of the Child's World, Gaynor, No. 67.
Happy Thought, The Children's Year, Conant.
The Children's Grace, The Children's Year, Conant.
The Tiny Grace, The Children's Year, Conant.
*The Song of Bread, The Children's Year, Conant, No. 16.
The Friendly Cow, The Children's Year, Conant, No. 34.
Morning Hymn, Songs for Little People, No. 2.
Daily Bread, Songs for Little People, No. 33.
Can a Little Child? Songs for Little People, No. 52.
Harvest Song, Songs for Little People, No. 53.
A Thought, Songs for Little People, No. 134.
Scripture Song, Melodies, page 16.
Praise, Carols, page 5.
We Thank Thee, Teacher's Text, Primary, Course III, Part I, Appendix.
The Windmills Are Turning.

Poems

Back of the Loaf.
Mowing, Froebel.
The Story of a Seed.
The Raggedy Man, Riley.
The Friendly Cow, Stevenson.
Thank You, Pretty Cow, Jane Taylor.
Clover, Jelifie.
God Is Great.
Old Gentlemen Gray, Primary Course III, Folder.
A Prayer, Primary Course II, Folder No. 21.

BACK OF THE LOAF

"Back of the loaf is the snowy flour,
And back of the flour the mill;
And back of the mill is the wheat and the shower
And the sun and the Father's will."

THE MAGIC VINE

A fairy seed I planted,
So dry and white and old;
There sprang a vine enchanted
With magic flowers of gold.

I watched it, I tended it,
And truly by and by
It bore a Jack-o-Lantern
And a great Thanksgiving pie.
—*Author Unknown.*

Sources for Securing Material

*Horlick Malted Milk Samples. Two exhibits, Horlick Malted Milk Company, Racine, Wis.

*Stages of Flour Making. Washburn Crosby Company, Minneapolis, Minn.

Educational Exhibit of Cocoa and Chocolate. Walter Baker & Co., Dorchester, Mass.

*Pillsbury Milling Samples. Pillsbury Flour Mills, Minneapolis, Minn.

*Samples of Kellogg Bran Food. Kellogg Food Company, Battle Creek, Mich.

*Products from Corn. American Manufacturing Association of Products from Corn, Chicago, Ill.

*Swift's Animal and Poultry Food. Swift & Co., Kansas City, Mo.

Illustrated Map of United States, showing products of different sections. Armour & Co., Chicago, Ill.

*The Story of the Banana. Pamphlet, United Fruit Company, Dept. N4, 1 Federal Street, Boston, Mass.

California Fruit Growers Exchange, Division 230B, Box 530, Station C.

*Quaker Oats Company, Chicago, Ill.

SESSION ONE

PRELIMINARY PLAN

Child's Problem

Why we come to Vacation school.
What shall we do at Vacation school?

Teacher's Aim

To guide the children to select a worth-while unit of religious value for Vacation school sessions.

Desirable Outcomes

Knowledge of the purpose of the Vacation school or the week-day sessions.
Desire to take part in the activities of the Vacation school.
Ability to enter into discussion, to listen when others are talking.
Ability to make contributions to the group.
Ability to choose worth-while activities.
Develop a group spirit.
Learn to work together.

Possible Activities

Conversation. What can we do during the week-day session or Vacation school?

Make out a list of activities in which we may engage.
Discuss these activities.
Listen to story.
Play games.
Do some free construction work.

Materials

Blackboard, crayons, paper, and other construction material.
Books and papers to read.
Story, "The Manna in the Wilderness," or "The Boy with the Lunch."
Pictures: "The Boy with the Lunch," Picture Set, Primary Course I, Part 1.
  "Harvest," Beginner Picture Set.
  "Saying Grace," Primary Course I.
  "Feeding Her Birds," Millet.

Place several pictures around the room. See list of pictures. Arrange chairs in a semicircle for group conference. If possible, have two tables, one for storybooks and papers and pictures, the other for construction work. On the work table place drawing paper, pencils, and crayons. Many interesting articles can be made from cereal boxes, milk bottle tops, wooden butter dishes, and scraps of cloth and cardboard. These materials will often stimulate a child to creative activity, which may lead into a valuable enterprise. They may also stimulate the child to think of food.

Class Session

9:00 to 9:30. Greetings, conversation, getting acquainted. Talk about Vacation school: Why we come? What shall we do? Explain that the children may choose the activities. Give them time to choose or offer suggestions.

9:30 to 10:30. Free Construction Period.
Encourage children to select material and activity.

10:30 to 11:00. Lunch or Recess.
Play outdoor games.
11:00 to 12:00. Conversation. Resume discussion of question, "What shall we do at Vacation school?"
Stories.
Worship.

REPORT OF SESSION ONE

Several cornstalks and oatmeal boxes were placed on the teacher's desk and on vacant desks about the room. Scissors, pencils, and crayons were also displayed. The picture, "Feeding Her Birds," was hung in the center of the board. The children were greeted and vacation session was explained. An effort was made to lead the children to realize that Vacation school was different in many respects from the regular school session held during the year. (See Desirable Outcomes, page 67.) Suggestions for activities were called for, and the following list was given and written on the blackboard:

Clean up the room.
Make books.
Make charts.
Cut out pictures.
Raise flowers.

Woodrow. What are those boxes for on that desk?

Teacher. I thought perhaps we could use them in our play or make something from them. What do they make you think of?

Child. Cornflakes.

Child. Oatmeal, Pep.

Child. I like cornflakes, but I do not like oatmeal.

Charles. The children in that picture look like they are eating oatmeal.

Picture Study

What story does the picture tell you? What time of day do you think it is? What do you think the children are eating? Who do you think prepared the food for the children? Where do you think the father is? What do you think the children were doing before the mother called them?

Free Construction Period

The children selected drawing paper and crayons and drew just what their interests dictated. Several children drew pictures of fruits.

It was not practical to serve lunch on account of the schedule of the institution. The group was taken out on the campus, and they played the following games: Drop the Handkerchief, Tag, and Oats, Peas, Beans, and Barley" (the latter suggested by the teacher).

After Recess

Conversation. Discussion resumed on the problem, "What shall we do during Vacation school? The list on the board was read, and the following additions were made:

Write letters and messages.
Learn good manners.
Tell stories.
Write stories.
Help somebody.
Teach people across the sea about Jesus.

Oscar. We could study about food.

Colin. I think we ought to study about God and Jesus.

Teacher. I am sure that we all want to study and learn about God and Jesus. You remember that we said we came to Vacation school for that reason. Could we not study about God and food at the same time?

Elizabeth. God gives us our food.

Franklyn. I think we ought to teach people about Jesus.

Teacher. Yes, we should always help people to know more about Jesus. He came to show us how much God loves us and to teach us the things God wants us to do. If Jesus knew a little boy was very hungry, what do you think he would do? Would he say, "God loves you, little boy," and then go away?

Girl. I think he would give him some food.

Teacher. Suppose you knew a little boy who was very hungry and he said, "I'm so hungry." You might say, "I came over to tell you that Jesus loves little children." Do you think that would help the boy to learn more about Jesus? If you should take him a good dinner and then tell him the story of how Jesus fed some very hungry people one day, and how Jesus has taught us to help each other, do you think that would be teaching the boy about Jesus?

Children. Yes, yes, yes.

Teacher. We can study about God and food at the same time, can we not? We could find out the various ways we get our food and the many people who help God give us food and how we can help others, can we not?

Children. Yes, yes.

Told story, "The Boy and the Lunch," Primary Course I, Session 1.

Prayer.

Dismissal.

Additional Stories:

*Dorcas, Primary Course III, Part 3.

*Little Trot, Primary Course I, Part 2.

SESSION TWO

PRELIMINARY PLAN

See Preliminary Plan, Session One, for Child's Problem and Teacher's Aim.

Desirable Outcomes

Association of God with the gift of food.
Desire to thank him for food.
Desire to learn more about how God supplies our food.
Love and appreciation for Jesus as one who revealed God's love to us.

Possible Activities

Conversation: Choosing and planning a unit of work for Vacation school.
Picture study.
Listening to story.
Sing songs.
Ask God to guide us and help us choose the thing he wants us to do.
Play games.

Materials

Stories: The Manna in the Wilderness; Dorcas, Primary Course III, Part 3.

Pictures: Saying Grace, Primary Course I; Pictures of fruits and vegetables cut from magazines.

Bible Verses: James 1: 17: "Every good gift and every perfect gift is from above, coming down from the Father"; Luke 1:53: "The hungry he hath filled with good things."

Song: A thank you song, Carols; Morning Hymn, *Songs for Little People.*

Arrange several pictures about the room. See list of pictures. Place picture, "Saying Grace," in a prominent place on an easel or in the center of the room. Books and story papers should be placed on a shelf or on a table in easy access. The list of suggested activities which were given by the teacher and class at the last session should be on a chart or blackboard. Empty boxes and food containers may be placed about the room.

Explain to the children that they will be given opportunity to talk about and choose the class activity for this hour. Give them a chance to look over the picture books and other materials.

Conversation

If the children do not comment on the picture, "Saying Grace," the leader may call attention to it in the following manner: Have you ever seen this picture before? I wonder if it tells you the same story it tells me. What are these children doing? Why are their heads bowed? What do you think they are saying? Do you say grace before meals? Why do you thank God for food? How does God give us food? Did anyone help get your breakfast this morning? Shall we write their names on the board? Can you think of other helpers? Would you like to find out who these helpers are? Shall we add this to the list of things we would like to do and find out? (Write the list given by the children.)

Emphasize the time which will be given to the unit. Bring out the advantages of selecting some activity which is big enough for the class to work on during the allotted time. Help the children to realize why they are coming to Vacation school. Bring out that in such a school we are trying to learn more about God and the things he would have us do and learn. If the proper atmosphere is created, it may be fitting to suggest that the group ask God for guidance and direction in choosing the things he would have us do. Do not do this if the group as a whole is not ready for worship. Give the children time to express themselves in regard to the selection of the units. Ask the question, What did we decide to do yesterday?

If the leader feels that the group is not ready to make a suitable selection, she may suggest that this be postponed until a later time.

Games:

See list of Indoor and Outdoor Games.

Story

See list of stories, page 62.

Conference

Before leaving give opportunity for the group to decide what they will do for the next session. Write the list on the paper under the heading, "Things We Want to Find Out."

Prayer

REPORT OF SESSION TWO

The teacher's preliminary plan was followed on the whole. The children entered into the spirit of worship and suggested the following verses: "God is good"; "He cares for you"; "Every good and every perfect gift is from above, coming down from the Father."

The children entered freely into the conversation. The list on the board was read. Each child was called upon to express his preference for choice of activity or unit of work. The class decided to study "How the Children of the Epworth Orphanage Get Their Food."

A list of those who help God supply us with food was given and written on the board: Cooks, Mr. ——, olders boys and girls, many friends.

The Orphanage owns a farm several miles from the city. This is known as the Sam Rice farm. The girls and younger boys do not have many opportunities to go to the farm, but they have heard the older boys tell about the farm and their experiences. The children talked about the farm and named the foods which come to the Orphanage from the farm.

As there was no space for free play and constructive work, the children went out on the campus, and there they played farm, using the boxes, cardboard, blocks, and bits of wood in building. Baking powder cans make a fine silo. One sunk in the ground makes a realistic well.

After the games a short conference was held before the dismissal to plan our work for the next day. The teacher asked if we get all the food we eat from the farm. From where, then, does it come? How can we find out? This led to the following suggestions: Visit the kitchen and pantry; ask Mr. R—— and the olders boys and girls to help. It was decided to visit the Orphanage kitchen and pantry the next morning. Prayer of thanksgiving for food and for those who help serve us our food closed the session. It was suggested that the children bring pictures of food and those who help supply it.

SESSION THREE

PRELIMINARY PLAN

Child's Problem or Enterprise

To visit the kitchen, pantry, and grocery store to learn more about food and how it comes to us.

Teacher's Aim

To guide the children in successfully carrying out the above enterprise.

Desirable Outcomes

Clearer understanding and appreciation of God's goodness in supplying food.

Desire to thank him for good gifts.

Knowledge and appreciation of the many people who help God supply children with food.

Desire to thank parents, cooks, and other helpers.

Ability to plan an excursion and carry it out.

Ability to work together.

Materials

Story: "The Field," Tell Me Another Story, Bailey.

"The Song of Bread," The Children's Hour, Conant; "God's Goodness," Carols, Leyda; "A Thank You Song," Carols.

Bible Verses: "The earth is full of the loving-kindness of the Lord" (Ps. 33: 5.) "Give us this day our daily bread." (Matt. 6: 11.)

Pictures: "Churning," Millett; Mothers working in the kitchen or pantry or buying food.

Cardboard for poster, pictures of food and helpers, scissors, and paste.

See that the list of activities and plans made out last time are on the board. Place on the screen or board pictures of parents and other helpers working. Arrange chairs for group conference. Have previous conference with the grocer and arrange a suitable time for a visit to his store.

Class Session

Conversation.

Greetings, sing "Morning Hymn."

What shall we do to-day? (Have a child read the list on the board. Call for reports of things learned since last session. Talk about the pictures the children have brought.)

Make plans for excursion to the grocery store, or pantry and kitchen.

1. Why are we going to the grocery store, or pantry and kitchen?
2. When shall we go? Where shall we go?
3. What do we want to see?
4. How should we act?
5. How shall we thank our friend the grocer? the cooks and mother?

REPORT OF SESSION THREE

Children brought pictures of good food cut from magazines, including a picture of a wheat field. These were passed around. The picture, "Wheat Field," old Primary Course, was shown. Sang "The Song of Bread." All heads were bowed as we prayed, "Give us this day our daily bread." Planned and carried out the trip to the kitchen and pantry. Older girls, under the direction of the matron, were canning vegetables. The children were greatly interested in the process, and they asked many questions. After the return to the room the story, "The Field," was told.

Note.—In a local Church this session would probably be taken up with working out the plans for the excursion to the market or grocery store. Plans for both of these activities might be worked out.

SESSION FOUR

PRELIMINARY PLAN

Continue in Session Four the activities unfinished in Session Three using the same general plans. Refer to Report of Session Four below to see how the plans were carried forward in one situation.

REPORT OF SESSION FOUR

Construction Period

Cut out pictures of good food and pasted them on a chart, "God's Good Gifts." After the completion of the chart the teachers repeated softly the verse: "The earth is full of the loving-kindness of the Lord." "He hath filled the hungry with good things."

All joined in singing "God's Goodness."

During recess many favorite outdoor games were played.

After recess, plans for the excursion to the near-by grocery store were made. (See Preliminary Plan, Session Three.) The teacher had previously conferred with the grocer and arranged to have the children visit the store on the following day.

Note. If the excursion is not possible, the teachers and children may play cafeteria. Pictures of food may be cut from the advertisement pages of the magazines and arranged on the tables and menus made out and written on the blackboard. (See Course III, Part 2, Closely Graded Lessons.) If the teachers think it practical, the food for the regular lunch may be arranged in cafeteria style. This would offer fine opportunities for worship experiences. After the children are seated a grace may be said or sung, thus associating the thought of God with the gifts of food.

SESSION FIVE

PRELIMINARY PLAN

The Child's Enterprise

To visit the near-by grocery store to learn more about food and how it comes to us.

Teacher's Aim

To guide the children in successfully carrying out their purposes and plans.

Desirable Outcomes

Attitudes of appreciation for the many people who help God supply us our food.

Realization of the interdependence of God's children. "None of us liveth to himself."

Better knowledge of food and the means by which it comes to us.

Ability to express thanks for courtesy and service.

Desire to thank God for his goodness.

Activities

Plan and carry out excursion to a grocery store.

Observe different kinds of food; listen to the grocer as he explains.

Observe different people at work on the street, such as drivers of milk trucks, bread and food delivery trucks.

Learn "The Song of Bread."

Listen to story.

Make additions to the list of food helpers.

Materials

Stories: "The Grocery Man," Here and Now Stories, Mitchell; or Robert's Bus Fare," Primary Course III, Part 2.

Songs: "The Song of Bread," The Children's Year, Conant; or "The Song of the Loaf of Bread," Songs of the Child's World, Gaynor.

Pictures: "The Wheat Field" and pictures of groceries.

Bible Verse: "None of us liveth to himself." (Rom. 14: 7.)

Class Session

1. Conversation: Brief conference to plan excursion. (See Teacher's Preliminary Plan, Session 3, and Chapter III, page 75.)
2. Excursion to the grocery store.
3. Return to the room; talk about things seen and learned. Tell story, "The Grocery Man." Dramatize this story.

REPORT OF SESSION FIVE

The visit to the grocery store was greatly enjoyed. Many opportunities arose for the practice of self-control, courtesy, following directions and looking after younger children. The grocer explained many things and gave us much interesting information. We returned to our room about eleven o'clock.

Conversation

The children entered eagerly into conversation about the excursion, and they gave evidence that they had observed many things. The story, "The Grocery Man," was told. One of the boys asked to play it. An impromptu dramatization was worked out. This story was called for many times and dramatized.

The "Song of Bread" was sung, and the session was closed with the following prayer: "Dear Father, we thank you for the gift of food and for the many people like the grocery man who helped to give us our food. Take care of all people everywhere, especially those who are working so hard for us. Amen."

SESSION SIX (SUNDAY MORNING)

PRELIMINARY PLAN

Time: One hour and twenty minutes.

Child's Problem

How can children help God give food to others?

Teacher's Aim

To lead the children to a deeper realization that we are working with God when we share gifts and help others.

Materials

Books: Carols, Melodies, Child Life in Music, Songs for Little People, the Bible, First Book of Hymns and Worship, Thomas.

Picture: "Little Trot," Primary Course I.

Song: "Morning and Evening," Melodies.

Hang pictures "Saying Grace," Primary Course I, and "Sharing Good Gifts," Course III, on the screen or board. The poster of food made by the children should also have a prominent place. If possible, have bowls and baskets of garden flowers on the table and the piano. Be sure that needed supplies, such as pictures, songs, and other material are near at hand.

Class Session

Sing "Morning and Evening," Melodies.

Conversation.

Greetings. Have the children who made the food poster tell why and how they made it. Bring out the idea that the poster shows some of God's good gifts of food.

Bible Verses: Read from Bible: "Every good and every perfect gift is from above, coming down from the Father." "O, give thanks unto the Lord, for he is good."

Song: "Morning Hymn," Songs for Little People, Danielson and Conant.

Conversation: Have the other children tell of the visit to the grocery store and of the many people who help us get our food. Show pictures of parents, milkmen, grocery men. Talk about the wheat field and the way wheat is sometimes cut with a scythe. Tell the children that the pianist will play a mowing song.

Instrumental Music: "Moving Song," Schumann, Child Life in Music.

Conversation: How can children help God give food to others? Tell story of "Little Trot," Primary Course I, Part 1.

Prayer: Dear Father, give us this day our daily bread and show us how we may help to give food to others. We want to learn all we can about food, how to take care of it, and how to help those who are hungry. Amen.

Take up the offering. Explain to the children how the money will be used in God's work. If possible, let them decide where this money shall be spent.

Sing "Gifts of Love," First Book of Hymns and Worship, Thomas.
Spend the remainder of the time planning work for the next day.
Prayer: Second verse of "Morning Hymn."

REPORT OF SESSION SIX

The children on their visit to the Orphanage kitchen had been greatly interested in the activities of canning which were going on. Tomatoes were brought in with the request that they be canned. This led us into the subject of storing and preserving food for the winter. The responsibility of conserving God's food was emphasized. We made a list of foods which can be saved without canning. From the experiences in the pantry and the Piggly Wiggly store the children were able to give a list of food usually canned and preserved. Canning the tomatoes proved to be great delight. Mellin's Food bottles were sterilized and used for jars. The tomatoes were peeled, cut up, and packed in the jars and cooked. The importance of clean hands and vessels was stressed, and a brief explanation of sterilization was given. Every hand which had been offered for work had been scrubbed clean. The boys were as eager to help as the girls, both in the canning and the cleaning up afterwards. Twenty-two faces fairly beamed when they saw the results of their labors. The children then drew pictures of tomatoes and made labels for the jars. The best labels were selected and pasted on the jars with great ceremony. The children wrote out some plans for canning, and the following was written by one of the little girls: "We have five tomatoes, two knives, one spoon, sugar and salt, and two jars."

A group conference was held to decide what should be done with the canned tomatoes. It was finally decided to send them to the Infirmary, for soup for the sick children. Some may question the religious value of canning tomatoes, but when the religious motive—working with God to save and share food—was supplied, the experience was a most valuable one.

GENERAL REPORT OF REMAINING SESSIONS OF THE UNIT

In connection with the subject of storing food, the bee was cited and studied as an example of thrift and hard work.

The free-hand drawings included subjects such as clover, bees, farms, cows, fruit, and vegetables. Magazine pictures were cut out and used for making posters and booklets. Other pictures were mounted on cardboard and sent to the sick children in the Orphanage Infirmary. Most of the magazines were supplied by the teacher and friends. It was impossible for the children to secure these.

An effort was made to keep constantly before the children the ideal of working together with God in carrying on his work in the world. Every possible opportunity was seized for creating and directing the spirit of worship. Songs and prayers were used to express love and gratitude to God for food and for those who supply it. (See List of Worship Material, pages 57, 64, 65.) Many times the group was brought to a realization of the need of sanction and guidance in our various enterprises.

The idea of helping God build strong, healthy bodies by eating the right kind of food was emphasized. The children, under the guidance of the teacher, worked out posters showing a good breakfast, dinner, and supper. In addition to these, the following posters were made: The Farm, The Dairy, The Market, The Grocery Store, Corn and Things God Gives Us.

Letters were written to the following companies for educational exhibits: Horlick Malted Milk Company, Washburn Crosby Flour Company, Baker Chocolate and Cocoa Company, Pillsbury Milling Company, Kellogg Food Company, Corn Products Company, Swift Poultry and Animal Food Company, Quaker Oats Company, United Fruit Company, etc. Most of these companies responded very generously. There was enough malted milk to give each child a generous cup. The directions for mixing the milk were written on the board. The Cream of Wheat Company and the United Fruit Company sent exhibits.

The Excursion to the Farm

It was a happy day for all when we went to the farm. Half of the class did not know what the other half meant when they reported almost daily in the fall: "I did not have time to study my lesson. I had to go to the farm to help gather potatoes or peas." During the conversation period we talked about the farm and the things we would see there. The boys were called upon to tell the girls about the location of the farm, the buildings, stock, poultry, seed stored in the barn, and how the animals were watered. The teacher asked one of the girls if she understood what a silo was. The surprising reply was, "When anybody runs away and the policeman catches them they put them in a silo." (She evidently meant asylum.)

We went to the farm in the Orphanage truck. The children were very observant, and they called attention to the cotton fields, haystacks, and corn along the way.

At the farm the boys proved to be real hosts. They escorted the party all over the place. We observed the pigeon house, the windmill, the pump and the water tank, the pigpen and the poultry yard. We brought home an egg and also some artichokes which we gathered. The grape vines, fig bushes, peach trees, and sweet potato vines were noted.

A visit to the lot gave us an introduction to nine mules. One of the boys climbed the lot fence and opened the gate for us. We saw the barns bursting with hay. We noted the farm machinery and tools. Corn was shelled in the new corn sheller. The salt lick was explained. The thrill of the afternoon came with the visit to the calf pasture. The rides the girls had on the large calves gave them great joy. Not so for Reba. She took to her heels and trembled from head to foot. Later she was offered a nickel to go and ride the calf. She finally screwed up her courage and got on the calf.

Milking time proved to be most interesting. Some of the children held on to the teacher's skirts. Others were more daring. Oscar got closer and closer until his arms got around Bossy's neck. He petted her and tried to milk her. Lucile and Margery followed suit. We sat inside the dairy and watched the boys feed and milk the cows.

Two quarts of milk were brought home for observation. Samples of oats, corn, chicken feed, and other seed were brought back also. The hogs, pigs, silos, and new dairy made appeals.

On the way home, without any hint from the teacher, the children began singing, "Oats, peas, beans and barley grow," and the round: "Sweetly brays the donkey going at the hay; if you do not feed him, this is what he'll say, 'Ya ke yo, ye ke yo, ke ya.'" This had been picked up on the campus.

The milk brought from the farm was set off in pans for the cream to rise, and the next day this was observed and skimmed. Later this milk was churned by the children. They drank the buttermilk. On the following day we made a cake, using the butter we had churned and the egg we had brought from the farm. The recipe was copied on the board, read, and followed by the class. The cake was cooked on an electric grill.

The next day we made artichoke pickle. The children followed the recipe which had been written on the board. Each had a taste, and the remainder was packed in Mellin's Food bottles for safe keeping. One jar of this was given to the pastor of the Orphanage Church.

Excursion to the Bakery and Wholesale Houses

An excursion was made to the bakery, the city market, and to the wholesale vegetable and meat companies. The children were thrilled over the great refrigeration plants. We were shown into a box car which had just arrived. This was filled with green bananas. We were then taken into the warm room, where these bananas would be ripened with the heat. From there we went to the cold storage room, where apples were stored. The methods of keeping the fruits and vegetables fresh and clean were carefully explained to the children by our guides. The C. C. Pearce Fruit and Vegetable Company made a lasting impression upon the group, because this firm gave each child two apples and three bananas. The shop owners in the city market gave the children fruit also.

We feel sure that the children had from this excursion a deeper realization of the many kind friends who helped God supply us with food and a better knowledge of the sources from which it comes.

Excursion to the Home for the Blind

This excursion grew out of our conversation on sharing food and good gifts with others. The children thought of the various friends with whom we could share food, and they decided to take a basket of fresh fruit and vegetables to the Home for the Blind.

The plan of program for the trip was worked out rather carefully. The children were called upon to tell what they thought they should do and say. Songs, stories, and Bible verses were selected by the group for the occasion. This preparation took several sessions, and the many opportunities for recalling songs, poems, and Bible verses offered occasions for worship. The thought of pleasing and thanking God through sharing with others was emphasized. The children gathered the fruit and vegetables and washed them until they were spotless. The following service was carried out at the Home for the Blind:

One child told of the Vacation school and the study we had made about food. At the suggestion of the teacher one of the boys told about the Orphanage farm. He gave a brief but very interesting description of the Sam Rice farm.

Song: "The Song of Bread."
Poem: "Back of the Loaf."
Song: "God's Goodness."
Basket presented.
Song: "A Thank You Song."

Our blind friends were most appreciative, and they thanked us again and again. Their thanks were also expressed a few days later in a letter to the superintendent and the children. In this they said the thoughtfulness of these children and the way in which it was expressed was the most beautiful thing that had ever happened to them. The hearts of the children were thus gladdened by the remembrance of the happiness which they had brought to others.

Observed Outcomes of the Food Unit

It is very difficult to measure in objective terms the religious value of such a unit. The interest and enthusiasm of the children was most apparent. One day Johnnie brought some fruit and refused to put it with the fruit brought by the other children, saying he wanted to keep it for himself. However, when we were making preparation for the basket for the people at the Home for the Blind, Johnnie was glad to put his fruit in the basket. To the surprise of the teacher at the Home he offered to tell about the farm. He is a very timid child, but he forgot himself completely in lending his eyes to those who could not see.

One day the children were writing original sentences on the board. Janie, the smallest girl in the class, wrote these five sentences:

"God gives us good things."
"We love what God gives us."
"God sent down rain for us."
"We love our Heavenly Father."
"Thank you, Father."

Unit II—Shepherd Life of Bible Lands

The unit, "Shepherd Life of Bible Lands," was worked out in an average Church situation under the guidance of Miss Charlotte Stevenson in collaboration with the author. The class was composed of fifteen third-grade children. Two or three of the children had passed their fourth birthday and had been promoted to the fourth grade for the next school year.

The Vacation school session consisted of two weeks. The unit could have been extended a week or so longer by the introduction of other related enterprises which naturally arose, such as the representation of the Hebrew shepherd's home and the sheepfold.

The equipment consisted of one large classroom and the primary assembly room (which was shared with the first and second primary classes), two tables, three screens, a piano, and general storeroom. A full list of reference books and material was given. (See pages 89-94.) All of this material was not necessary in working out the unit. A full list is given to provide for emergencies and to give the teachers an idea of the wealth of material available. The teacher should make a careful selection of the activities and material best suited to her group and disregard the rest, *for it will not be possible to use all of the material listed.* The reference books which were found to be most helpful have been indicated. The material actually used in working out the unit has also been noted.

A careful study was made of all Closely Graded Primary Courses, and stories, songs, scripture, poems and enrichment material relating to the unit were listed. The Group Graded Lessons also furnish much helpful material, particularly the pictures from the Bible Lesson Picture Roll. A wealth of story material was found in these courses sufficient for our needs.

The greatest expense attached to the unit would be the cost of the reference books for the teacher. An effort was made in this case to reduce expense by making use of all material at hand. The church library, the public library, and individual libraries of friends were examined for reference or source material. The collection of music and songbooks in the department furnished sufficient material. The necessary source material could be secured for a minimum cost of five dollars. The stage properties cost practically nothing. (See pages 122, 123.) Simple refreshments of fruit, crackers, and an occasional treat of ice cream were furnished by the Church.

Bibliography

Bible.
History of the Hebrew Commonwealth, Kent.
Student's History of the Hebrews, Knox.
Hebrew Life and Times, Hunting.
How the Early Hebrews Live, Bonser.
Local Color of the Bible, Buddin and Hastings, Vol. I.
Song of the Syrian Guest, Knight.
Curriculum-Making in an Elementary School, Lincoln School Staff.
Baltimore Bulletin of Education, page 110.
Dramatization of Bible Stories, Miller, page 259.
National Geographic Magazine, December, 1929.
Shorter Bible Plays for costume suggestions.
Magazine articles.
Where Shepherds Still Watch Their Flock, Miller, *Elementary Teacher,* December, 1928.
Description of Shepherd Costumes, *Elementary Teacher,* December, 1928, page 535.
A Shepherd's Project, *Primary Education,* December, 1924.

Possible Activities of the Unit of Work

1. Looking at pictures of Oriental shepherds and the activities of their lives.
2. Listening to and reading stories of shepherds of Bible Lands. (See list.)
3. Conversation.
4. Collecting pictures and stories of shepherds.

5. Make a poster of shepherds and their work.
6. Make a model of shepherd's home.
7. Make a sheepfold.
8. Collect wool yarn and weave into rugs and cloth.
9. Go on excursion to farm to observe sheep.
10. Excursion to natural museum to observe primitive life.
11. Make a model of shepherd's home and sheepfold.
12. Dress dolls as shepherds.
13. Model sheep of clay or ivory soap.
14. Paint pictures of shepherd scenes.
15. Dramatize one of the shepherd stories from the Bible. (See list of stories.)
16. Make shepherd costumes. (See pictures.)
17. Collect or make stage furniture and equipment.
18. Write the script for the play or story.

Leading on Activities

Study shepherd life to-day. A friend who helps to clothe us.

Make a chart or booklet, Story of Wool.

Excursion to wool factory.

Our Pets and How to Care for Them.

Possible Religious Outcomes

Attitudes

Increased interest in the class and Vacation school.

Increased interest in the Bible.

Desire to know more of the life of Bible times.

Deeper realization of God's care and protection of his children and of weak and helpless animals.

Love for animals.

Desire to care for pets and helpless animals. Sense of responsibility.

Desire to coöperate with God in caring for helpless creatures.

Desire to coöperate with the class and the teacher.

Desire to thank God for his care and protection and to ask for guidance.

Sense of responsibility for the success of the unit and desire to do one's part.

Deeper realization that we are working with God when we care for the weak and helpless.

Skills

Increased ability to choose, plan, and carry out individual and group enterprises.

Habits of coöperation in working together, each doing his part, etc.

Habits of prayer.

Care for pets and helpless creatures.

Self-control—listening when others are speaking, control of temper, tongue, and speech.

Habits of fair play.

Giving others a chance—thinking of the rights of others.

Knowledge

Clearer understanding of God's care and protection, as illustrated by the relation of the care for animals and experience of working with God.

Better understanding of how to care for pets and other animals.

Better understanding of how to work with God in caring for his helpless creatures.

Knowledge of primitive life of Bible lands.

Knowledge of Bible stories.

Knowledge of the part sheep play in giving clothes.

Knowledge of the interdependence of the members of God's family.

Actual Outcomes of the Unit

Increased skill in working on a problem. Faced by problems of what kind of food, clothing, and homes the shepherds of Bible lands had, the children realized their limited knowledge and were stimulated to read and study pictures and other sources for information.

A greater interest in books, especially the Bible, was noted. The children frequently called for the Bible as a reference book.

Clearer understanding of the life of Hebrew people.

Greater knowledge of Bible stories.

Greater appreciation for the beautiful Church auditorium, especially the stained-glass windows.

Greater ability to judge the value and accuracy of material, especially the pictures.

Increased interest in the class and department.

Better attendance at Sunday session.

Marked improvement in unity of class spirit and ability to coöperate.

Increased skill in class discussion and ability to think and make plans before acting.

Greater originality and resourcefulness in assembling, preparing costumes, and stage properties.

Greater degree of dependability in carrying on the various class enterprises. Children voluntarily accepted individual enterprises, such as getting needed information, reading stories, visiting the public library, and collecting pictures and other materials.

Deeper respect and admiration for the strength, bravery, and cleverness of the Hebrew shepherds.

Better understanding of the strength, courage, and kindness of Moses.

Better understanding of hospitality in returning kindnesses.

On the part of a few, marked improvement in freedom of expression, feeling of self-confidence, and increased ability to execute a difficult task.

Worship Materials

Exodus 3.

See list of Bible stories.

Psalm 23.

Psalm 100.

Psalm 121.

Luke 2: 8-16.

"The earth is full of the loving-kindness of the Lord." (Ps. 33: 5b.)

"I am with you and will guard you wherever you go." (Gen. 28: 15a.)

"Forget not to show love unto strangers." (Heb. 13: 2.)

"Your Heavenly Father knoweth that ye have need of all these things." (Matt. 6: 32b.)

"Your Heavenly Father feedeth them." (Matt. 6: 26b.)

"Serve one another." (Gal. 5: 13.)

"He careth for you." (1 Peter 5: 7b.)

"Whatsoever ye would that men should do unto you, even so do ye also unto them." (Matt. 7: 12.)

"What time I am afraid, I will put my trust in thee." (Ps. 56: 3.)

"Good night, Good night;
Far flies the light:
But still God's love
Shall flame above,
Making all bright.
Good night, Good night."

LITTLE LAMB, WHO MADE THEE?

Little lamb, who made thee?
Dost thou know who made thee,
Gave thee life and bade thee feed
By the stream and o'er the mead;
Gave thee clothing of delight,
Softest clothing, woolly white;
Gave thee such a tender voice,
Making all the vales rejoice?
Little lamb, who made thee?
Dost thou know who made thee?
—*William Blake.*

A PRAYER

Father, help me through this day,
In my work and in my play,
Both to love and to obey.
—*Author Unknown.*

He prayeth best who loveth best
All things, both great and small,
For the dear God who loveth us,
He made and loveth all.
—*Coleridge.*

Songs

The Secret, No. 9, A First Book in Hymns and Worship.

The Lord Is Ever Near, No. 6, A First Book in Hymns and Worship.

This Is My Father's World, No. 16, A First Book in Hymns and Worship, first two verses.

Overtones, No. 45, A First Book in Hymns and Worship.

Little Lambs, No. 51, A First Book in Hymns and Worship.

A Sheep Story, No. 52, A First Book in Hymns and Worship.

Praise, page 5, Carols.
God's Work, page 24, Carols.
How Strong and Sweet My Father's Care, page 43, Carols.

Instrumental Music

The Shepherd Boy, Child Life in Music, Arnold.
Morning, Greig, Victor Record, 35470.
At the Brook, Boisdeffre (violin with harp accompaniment), V64103.
To a Wild Rose, MacDowell, V17695.
Wind Among the Trees, Bricciaddi (flute), V55109.
Song of Our Native Birds, Nos. 1 and 2, Kellogg, V55049.
Narcissus, Nevin, V45052.
Spinning Song, Mendelssohn, V64921.
To Spring, Grief (violin), V64993.
To a Water Lily, MacDowell, V1152.

Suggestions for Material and Equipment for Dramatization

Planning, collecting, adapting, and making the equipment should be as much the children's work as working up the play. Whenever possible, use material which the children can secure at home.

Costumes: Old sheets, curtains, spreads, dresses, underwear, stockings, and other worn-out material, as well as new material of bleaching and cheesecloth, may be dyed in desired colors for effective costumes. A faded spread or curtain may be dipped in dye the desired color and serve as a curtain for the stage. It is not necessary to boil the material, as dipping will give the effect.

Simple costumes may be made by the children with the help of the teacher and mother. A set of patterns is helpful. Cut in duplicate from heavy paper. Leave the seams raw.

Decorations cut from wall paper or colored paper can be applied by pasting on. Block prints with oil paint in large designs may be used. Crowns of gold and silver paper can be made.

Shields can be made of cardboard or tin and decorated with paper, paint, or calcimine. The covers of large tin cans may be used for shields.

Dishcloths from the ten-cent stores, when silvered with radiator paint, make chain armor.

For description of costumes, furnishings, and equipment, read "The Dramatization of Bible Stories," Miller, Chapters XIII and XIV.

List of Material Actually Used

Material for transparency: Waxed paper; poster paper in shades of gray, blue, green, and black.

Paper mats, to show construction of rugs.
Brown paper, to make patterns.
Cardboard, to make sandals.
Shawl, sheets, blanket, sash.
Scissors, crayons, pencils, paste.

Stories—Closely Graded Courses:

A Shepherd Boy's Song of Praise, III, 1 (49).
First Choice, 1 2, page 272.
The Birth of Jesus, III, 1 (112).
What Jacob Found Out, I, 1 (40).
Shepherds on the Hillside, II, 1 (112).
If I Had Been a Shepherd Boy, I, 1 (128).
When Company Came, II, 3 (302).
A Prince and a Shepherd, II, 3 (356).
Moses and the Daughters of Jethro, II, 3 (358).
Abraham and the Robber King, III, 4 (358).
Wolf! Wolf! I, 3 (322).
How a Shepherd Boy Helped a King, I, 3 (332).
The Good Shepherd, II, 2 (200).
Isaac and the Wells, II, 2 (210).

Additional Stories from the Bible and Other Sources

The Shepherd Who Turned Back. Educating Through Story-Telling, Cather.

The Good Shepherd, Rankin, A Course for Beginners in Religious Education.

The Little Shepherd, Cabot, A Course in Citizenship and Patriotism.

Story of the Shepherds, Rankin, A Course for Beginners in Religious Education.

The Good Shepherd, Bailey, The Children's Hour.

The Music of the Willing Heart, Hoffman, *Elementary Teacher,* April, 1928 (153).

The Hundred Sheep, Group Lessons, *Elementary Teacher,* April, 1928 (185).

The Little Shepherd, Lindsay, More Mother Stories.

The Glory of the Heavens, Junior Group Lessons, *Elementary Teacher,* June, 1928 (285).

A Story of Thanksgiving, Junior Group Lessons, *Elementary Teacher,* June, 1928 (287).

Seven Little Sisters, Andrews.

Among the Arabs, Stevens.

David the Shepherd Boy, Nelson.

Shepherd Lad, Winston, Book III, page 39.

David the Singer, Elson Reader, Book III, page 187.

Noleth the Shepherd, Bonser, Hebrew Life and Times.

Moses in the Wilderness, Bonser, Hebrew Life and Times.

List of Stories Actually Used

Bright Eyes.
David Caring for the Sheep.
Shepherds on the Hillside.
The Shepherd Who Turned Back.
The Lost Sheep.
Isaac and the Wells.
Abigail the Peacemaker.
David Helps His Father.
Rebecca and Isaac.
Moses and the Daughters of Jethro.
David Helps a Sick King.
Abraham and Lot.
Joseph Visits His Brothers.

Bible Lesson Picture Roll

The Angels' Song, No. 4, Part 2, December, 1929.
Eliezer Prays to God for Help, No. 2, Part 1, April, 1929.
The Birth of Jesus, No. 4, Part 12, December, 1928.
Esau Forgives Jacob, No. 4, Part 10, June, 1928.
Moses Helps the Daughters of Jethro, No. 3, Part 1, July, 1929.

Copping Pictures, Abingdon Press

David Summoned Before Samuel.
The Nativity.
Jacob and Esau.
Jacob's Vow.
The Good Shepherd.

Old Beginner Picture Set

Young David Rescuing the Lamb, Elizabeth Gardner; also Perry Pictures, No. 438.
The Lost Sheep, Charles Copeland.

Primary Picture Set

Shepherds on the Hillside, Speakman.
Nativity, LeRolle.
The First Christmas, Copping.
Nativity.
Care at Night, Speakman.
Bedouin Tents.

Miscellaneous Pictures

The Good Shepherd, Plockhorst, Perry Pictures, No. 810.
Child with Lamb, *Woman's Home Companion.*
David the Shepherd Lad, R. Payton Reid.
There Were Shepherds in the Fields, Cornwell, in *Good Housekeeping.*
The Lord Is My Shepherd, *Ladies' Home Journal.*
An Old-Fashioned Loom in Japan, from a Japanese hand-colored print.

SESSION ONE

PRELIMINARY PLAN

Child's Problems:

Why come to Vacation school?
What can we do at Vacation school?
How can we please God and learn more about him at Vacation school?

Teacher's Aim: To guide children in choosing a worth-while unit of work for Vacation school session.

Desired Outcomes: See page 87.

Possible Activities

1. Get acquainted.
2. Conversation: Choosing Unit of Work.
3. Listen to stories.
4. Play games.
5. Look at books and pictures.
6. Draw pictures.
7. Free construction work.
8. Tidy the room.
9. Help with the lunch.
10. Listen to music.

Material

1. Bible (American Revised).
2. Story: A Shepherd Boy's Song of Praise. Closely Graded Primary Course III, Part 1.
3. Pictures: David, Copping; David, Gardner; Shepherds of Bethlehem, Closely Graded Primary Course I, Part 1.
4. Psalm 9: 1-3.
5. Music: The Shepherd Boy, Child Life in Music, Arnold.
6. Games: Animal Case, Bancroft; Beast, Bird, or Fish, Bancroft; Button, Button, Bancroft; Have You Seen My Sheep? Bancroft; and other favorites of the children.

7. Construction Material: Drawing paper, pencil, crayons, scissors, paste, cardboard boxes, and other odds and ends.

(Note.—The teacher had in mind the unit, Shepherd Life of Bible Lands, and decided that perhaps the best approach to this study would be through the review of the Christmas story from Luke 2: 8-16, which the class had learned some time before. It will be noticed, however, that the suggestions to illustrate the Christmas scene, Shepherds of Bethlehem, was made by a child who had been stimulated by the pictures.)

Preparation for the Session

The teacher, after a careful study of the needs of her group, has in mind a unit of work which she thinks will be a valuable and practical unit for the group. (See page 85.) It is highly important, however, that each member of the class feel that the unit is a class enterprise and that they have had a part in the selection of it. It is possible for the teacher by means of stimulation and direction to bring the children to think of the unit and to choose it.

See that the room is orderly, clean, and well ventilated. Place the pictures of David, shepherd and sheep, and children caring for their pets about the room. If possible, have two tables, one for a library or reading table and one for work table. On the library table place some favorite storybooks, a few *Primary Story Papers, Boys and Girls, Nature Magazine,* and other favorite story papers. On the work table place the construction material and tools. See list. Arrange the chairs in a semicircle for conversation.

Class Session

9:00– 9:20. Social Period. Getting acquainted, enrollment, etc.
9:20–10:00. Construction Period. Free period to select material and individual projects.
10:00–10:30. Lunch. Children help arrange the lunch and tidy the room.
10:30–11:00. Stories, instrumental music, singing.
11:00–11:30. Conversation. Choosing a unit of work for Vacation school.
11:30–12:00. Games.

Conversation

Greet and enroll the children. Explain the time of sessions and other details of the Vacation school. Ask, Why do we come to Vacation school? Help the children to realize that a Church Vacation school is different in many respects from the public school and has a definite purpose—to learn more of God and of the things which he wishes his children to do. Try to create a worshipful atmosphere. Suggest that each of us ask God to guide us and help us to do the things he wants us to do.

Prayer or Worshipful Song

Free Construction Period

Explain to the children that they may choose an activity and the materials and tools with which to work. Observe the children carefully, noting individual interests, skills, and traits. Make notes of "leads"—that is, activities and statements which may be seized upon and developed into larger enterprises or units of work.

Lunch

Individual children may have brought lunch. Simple refreshments, such as fruit and crackers, may be provided by the school to supplement the lunch which the children bring. Suggest that the lunch be put together on one of the tables. The lunch hour will help the children to get acquainted and will offer many opportunities for fellowship and practice in Christian courtesy. Other classes may be brought in to share in the lunch enterprise, thus giving the children experiences in working with larger groups. The children should arrange the lunch, help serve, and tidy up the room after lunch.

Story and Music

Ask the children to be seated and offer to tell a story. See list of material.

Have the pianist play an instrumental selection—for example, "The Shepherd Boy." If a piano is not available, a victrola may be secured. (See list of records, page 91.) If the children are responsive, several instrumental selections may be played. Remember that many children are not trained to listen to instrumental music. If they are restless, play a selection or two, suggest singing favorite songs and looking at pictures. One of the most important things a teacher can do during the first session of a Vacation school is to give the children a happy time and help them to become acquainted one with another.

Conversation

Help the children to understand that they may, with the help of the teacher, select the work for the Vacation school session. Call on individual children for suggestions. Write these suggestions on the board. Let them see that you value their suggestions, but lead them to realize that some of the suggestions are not possible or practical. In this way they will be given opportunities for judging worth-while activities and will realize more fully the purpose of the Vacation school.

Games

Take the children out of doors and play games. Allow them to suggest and choose the games. The teacher should, however, be ready to suggest interesting new games. (See list of games, page 54.)

REPORT OF SESSION ONE

The preliminary plans were followed in the main. A large copy of David, by Copping, was placed on an easel in a prominent place in the room. "Shepherds on the Hillside" (Course I) and other pictures of shepherds and sheep were mounted on the bulletin board. The classroom table was reserved for books, pictures, and story papers. An old discarded table had been discovered in the basement and kept in mind by the teacher as a possible construction table which the children might discover and clean for their use. Several empty shoe and suit boxes, bits of colored paper, glass bottles and jar were placed on the floors in the corner of the room. A box of scissors, pencils, and colored crayons were also provided.

Five children came early. They were encouraged to look over the pictures and storybooks on the reading table. One boy became greatly interested in a copy of *Nature Magazine* and asked many questions about the pictures. The children entered into a spirited discussion of the question, Why come to Vacation school? The following reasons were given by them: To learn about God. To learn about Jesus. To learn Bible stories and verses. To learn how to be kind to others. To learn about children who live in other lands. To sing songs. To make things. To have picnics. To have good times. These reasons were written on the board as they were given.

Free Construction Period

The teacher explained that there would be a free period, and the children might choose an activity and material and work on their own enterprise. The reading table was cleared of books and pictures, and the materials and tools were brought forward. The teacher remarked, "It would be fine if we could have another table." The following suggestions were made by the children: Get another table out of one of the classrooms. Make a table. Make shelves for the books and paint them, etc.

Teacher. I wonder if we could find a table about the building which no one is using.

All wanted to go immediately and look for one. After a discussion a committee of three boys were appointed by the class to look over the building and consult with the director and the janitor for a possible table which we might use. Most of the children selected drawing material and drew fruit, flowers, and trees. Others selected books and story papers. One boy took a large spool and rubber bands and made a tiny tractor which would move about over the floor. This drew around him an interested group, who requested spools and rubber bands. Under Edward's direction several made spool tractors. The teacher stood by observing, but refrained from interrupting the activity, as this period had been set aside for free creative activity. She realized, however, that the time must not be spent in purposeless activity of little value, so made note as to how to direct this energy into educational channels. One girl drew a good picture of the goldfish in the bowl. Others gathered around the picture of David on the easel and began talking about the picture. Two boys began a good-natured tussle.

Teacher. Some of us are reading, some drawing and working at other things. Can you work very well when wrestling is going on in the same room?

Children. No, no. I wish they would stop.

Betty. I don't think that you should wrestle in the church. Do you, Miss M——?

Teacher. Why do you think that this is no place to wrestle?

Lillian. You disturb other people.

Ellen. You might break up the furniture and scar up the walls.

(The building was new, and the children took great pride in keeping it clean.)

Teacher. These are good reasons. Can we think of others? I wonder if we come to Vacation school to chase each other around the building and to wrestle.

Children. No, no. [They began reading the reasons given for coming to Vacation school which had been written on the board.]

Teacher. I know a class which worked out a set of rules for the members of their class. Would you like to do that?

The children entered enthusiastically into a discussion of class rules and gave the following: (1) Do not talk when others are speaking, until they have finished. (2) Do what the most of the class want to do. (3) Do not wrestle and chase over the building. (4) Take good care of the building and furniture.

The table committee returned and reported that they had found an old table in the basement which the director said they might have. It was very dusty and had to be cleaned. A number volunteered to help. An additional committee on cleaning was appointed, and they were given old rags and soap. The table was brushed, scrubbed, and, with the help of the janitor, was brought up to the room.

After Lunch

The assembly room was not being used by the other classes; so the class was asked to assemble there. The easel and picture of David had been removed to the assembly room. The children began talking about the picture. The teacher asked if they would like to hear a story about the picture.

Told the story, "A Shepherd Boy's Song of Praise."

Teacher. Did you know that we often tell stories with music? You have been looking at a story picture, and I have just told you a word story. I wonder if you would like to hear a music story about a shepherd boy. When I listen to this music story I think of a shepherd boy out on the hillside. The grass is green, and the sun is shining warm and bright. The sheep are nibbling the grass. The shepherd boy has a pipe or whistle which he has made. He is blowing on the pipe and is making whistling, thrilling sounds like the birds. Perhaps, like David, he is trying to make the sound of the wind and of the water. Listen and see if you can see and hear some of the things I can see and hear.

Pianist played "The Shepherd Boy." The children listened intently. The selection was played the second time. There was not time for more music.

The teacher recalled the problem, Choosing work for the Vacation school session, and explained that the class may choose an enterprise. Each child was called on for suggestions. The following enterprises were given by the children:

Tell stories.
Play games.
Make things.
Make something for our assembly room.
Draw pictures.
Make a poster such as Mrs. D——'s class made for the assembly room.
Make up little plays.

These suggestions were written on the board as they were given.

Teacher. Would you like to talk to God and ask him to help us to think of the things he would like for us to do?

Prayer: Dear Heavenly Father, we are glad to come to Vacation school to learn more about you and the things you want us to do. We thank you for our parents and friends and for the good times we have. Help us to think and to do the things you would have us do. Amen.

Sarah. We could make a picture poster for our room.

Teacher. The other day I saw some very pretty transparencies which a primary class had made for their room. Perhaps you would like to make one of these. [Gave a detailed description of a transparency. Betty proposed that the class make a transparency. This was voted on and adopted by the class.]

The last ten minutes were spent playing games out of doors. The children chose Tag and Drop the Handkerchief.

SESSION TWO

PRELIMINARY PLAN

Child's Enterprise

To make a transparency for the primary assembly room.

Teacher's Aim

To provide such opportunities and guidance as will aid the children in carrying out their purposes, in order that the following results may be obtained.

Possible Outcomes

Better attitudes and habits of coöperation.

Attitudes of appreciation and pride in the assembly room and a sense of responsibility in caring for it and making it attractive.

Deeper appreciation for the beautiful—pictures, stained-glass windows, and harmonious color combinations.

Deeper interest in and knowledge of shepherd life.

Knowledge of the Christmas story from Luke 2: 8-16.

Attitudes of appreciation for the beauty of the Church auditorium.

Appreciation of organ music.

Creation of a worshipful attitude and desire to worship.

Possible Activities

Conversation: Planning and working on the transparency.

Listen to Bible story.

Look at pictures.

Visit the church auditorium.

Listen to organ music and worship.

Make the transparency.

Help serve the lunch.

Play games.

Preparation for the Session

Study the Church windows and pictures. Select the simplest and most effective. Study the size of the transparency and get clearly in mind the right proportions and the details of the picture.

Materials

Collect and have ready the following materials:

Bible; children's folders which contain the Christmas story.

Cardboard.

Transparency paper, white paper, transfer paper, several colors of tissue paper; two shades of blue, gray, yellow, and red.

Paste, scissors, pencils, crayons or water colors.

Books, magazines, and drawings which illustrate Bethlehem and shepherds.

Models of staff and crook may be cut from heavy paper or cardboard.

Pictures: Shepherd on the Hillside (Course I). Arrival of the Shepherds. LeRolle. Other pictures of shepherds. Posters of Bethlehem shepherds made by another primary group.

Arrange some of the most effective pictures about the room. Place other pictures, books, and materials on the tables. Arrange the chairs in semicircle for conversation.

Conversation

What are we to do to-day? How can we make the transparency? What do we need? How can we do it?

Picture Study

Look at pictures.

Visit the church to look at window of Bethlehem. Read the Bible story and sing song before the window, "Little Bethlehem."

Free Construction Period

Return to class and resume the discussion of the transparency. Decide on the picture or story to be used. The teacher should help the children with the difficult parts. Study of space and right proportions. Measuring off the frame and cutting it out. Trial of arrangement of the details and study of the effect. Tracing the patterns and coloring them. Arrange the details on the paper and try the effect.

(NOTE.—The motive for making the transparency was stimulated by the fact that the second-year class had made a poster for the assembly room.)

REPORT OF SESSION TWO

Teacher's Preparation

See Preliminary Plans.

Children came in one or two at a time. Informal greetings were made. Teacher sat at the table cutting out free-hand figure of shepherds, using one of the Christmas pictures, "Shepherd on the Hillside," as a model.

Child. What are you doing?

Teacher. I was trying to see if I could cut out a free-hand picture of that shepherd without a pattern.

Child. That is a pretty picture, isn't it?

Teacher. I think it is very beautiful.

Child. Here is another picture [going to several other pictures around the room and commenting on them].

Several other children had come by that time. The pictures were very prominent and immediately attracted their attention. They commented on them and rearranged them. They asked where certain others should be hung.

Child. O, we said yesterday we were going to make one of those things [meaning a transparency].

Teacher. We did decide to make a transparency for our room. Shall we sit down and talk it over. [Teacher and children sat down in an informal group.]

Teacher. Has anyone here ever made a transparency before? [No child had.] What do we want our transparency to tell?

Child. The Christmas story.

Each member of the class was called on to express his preference. The class voted on the scenes from the Christmas story, Luke 2: 8-16.

Teacher. What part of the Christmas story do we want to tell?

No response.

Teacher. Perhaps if we read the story we will think of a picture for our transparency. Shall we read it together. [Group read Luke 2: 8-16 in concert.]

Teacher. As we read that story several pictures came before my eyes. Did you see any pictures as we read the story?

Child. I was so busy reading I could not see anything.

Teacher. Suppose I read it and you listen. Perhaps you will see some pictures as I read. [The children sat very still as the teacher read. She then called on each child to tell the pictures which came to his mind.]

Child. I saw the shepherds bending over the baby Jesus, and Mary and Joseph were standing near.

Child. I saw the shepherds going to Bethlehem.

Child. I saw the Baby Jesus in the manger. What I saw was very much like this picture [going over to the picture, "Shepherd on the Hillside"].

Teacher. I saw several pictures. Would you like to see what I saw. I saw some shepherds out on the hills. It was night; the sky was very blue; the golden stars were twinkling. Very near the shepherds I saw some white sheep huddled close together. Next I saw the shepherds and the sheep, but a bright light was shining. The sky was full of shining angels. The shepherds seemed startled and afraid. Next I saw the shepherds walking over the hills. It was dark once more, and the shepherds were walking swiftly along, talking as they went. Next I saw the inside of the stable. Mary and Joseph were there, and Mary held the Baby Jesus in her arms. The shepherds came in and knelt before the Baby Jesus and worshiped him.

Picture Study

The following pictures were taken up which represented the various scenes of the story: "Shepherds on the Hillside," "The Arrival of the Shepherds" (LeRolle).

Teacher. Which one of these pictures would you like to put on our transparency?

Children. We do not know.

Teacher. Can we put all the scenes on one transparency?

Children. No, that would be too much.

Child. How are we going to make it?

Child (picking up a sheet of transparent paper). We are going to paste some pictures on this and hang it up in the window. I guess we will do it with a different kind of paper.

Teacher. That will be something like a stained-glass window, won't it? We have some beautiful stained-glass windows in the church. Perhaps they will give us some ideas of how to make our transparency.

Children. O, that will be fine! Let's go right now.

There were some lovely small landscape windows in the vestibule of the church. The children ran quickly to them and began pointing out the mountains, roads, trees, and other details. The teacher called attention to the black leaded lines which divided sections of the pictures.

Child. We could put some lines like that in our pictures, couldn't we? I think they'd make the picture pretty.

The stained-glass windows in the church were all pictorial or landscape windows, each representing an incident or scene in the life of Jesus. The children seemed to sense the beauty of the auditorium, and, while they were happy and enthusiastic, they were not rowdy and as exuberant as they had been when running through the corridors and vestibule. The teacher purposefully remained in the rear and watched them as they went from one window to another, remarking on the details of the scenes. No attempt was made to explain all the windows. At last one boy called in a subdued whisper: "Come here and look. Here is a window which shows Bethlehem and the shepherds."

The teacher and group gathered around that window and looked at it.

Child. I see the little houses of Bethlehem.

Child. Look at the hills and mountains.

Child. Here are some trees.

Teacher. I expect some of these must be olive trees. It makes me think of the Christmas song we learned.

The teacher sang softly the first verse of "In Little Bethlehem" (Course I, Part 2). It was not possible at this time to have the organist play for us. The group returned to the classroom and resumed discussion: How shall we make our transparency?

Teacher. Where shall the transparency be hung?

Children. In the window, so the light can shine through.

Teacher. What size shall we make it?

Child (holding piece of tagboard). I think this will be a good size.

Child. Are we going to paste the picture on that?

Child. No, you cannot see through that. We are going to make this like the windows in the church.

Child. Here is some thin paper (holding up the sheet of transparent paper).

At the suggestion of the teacher she held it up to the window.

Teacher. How can we hang it up when it is finished?

Child. Just tack it to the window.

Child. O, no; it is too thin; it will tear.

Teacher. Do you remember that the windows in the church had a frame.

Child. O, we could make a frame. What can we make a frame of?

Child. We can cut out a strip from this piece of cardboard and paste it on.

After some discussion one of the birls suggested that a frame could be made by cutting or blocking out an oblong piece from the center of the tag board, which would leave a frame. The teacher had thought out this plan in advance, but had carefully refrained from giving it to the group until they could have time to work on the problem. She was greatly pleased that a child thought of it first. The children were quite enthusiastic over Ernestine's plan, and every child wanted to do his part in measuring, marking, and cutting the frame. The teacher suggested that the frame be made first, then we could best select the picture and right proportion.

Plan for Frame

Tag board.
Measure two inches on each side to form frame; mark with pencil.
Draw lines on the reverse side of the tag board.
Place yardstick on the lines and cut with a knife.
Remove center oblong.
Trim edges smoothly.
Cut transparent paper the desired size.
Paste transparent paper on the back of the frame.

SESSION THREE

PRELIMINARY PLAN

Child's Enterprise

To work out a scene from the Christmas story on the transparency.

Teacher's Aim

To provide opportunity and material and to stimulate and direct the children that their purpose may be successfully accomplished.

Outcomes

See plans for Session Two.

Possible Activities

Conversation: How to make the transparency.

Read the Christmas story from Luke to get a clearer idea of the story and scene.

Look at pictures to get ideas for picture to put on the transparency.

Individual children draw design for the transparency.

Discussion as to the best design for the transparency.

Visit to the church to observe the window of Bethlehem.

Selection of the design.

Selection of the material to use in making the design.

Make a trial design. Arrange and observe the result. Criticize the design and try another arrangement.

Songs: "Little Bethlehem" (Course I, folder 9), "O Little Town of Bethlehem," "Luther's Cradle Hymn."

Prayer.

Material

See list of material for Session Two.

Unfinished transparency.

Several free-hand cuttings for shepherd, crooks, houses, and hills.

Preparation for Session

Study out a simple design which the children can make, such as a shepherd in the foreground, with hills and valleys beyond. The dim outline of little white-topped houses could be seen on one of the hills. Cut out these details from colored paper and try them out in simple poster effect before the children come. These should not be presented to the children, however, until they have demonstrated that they have no ideas of their own as to how to arrange the scene. Then the teacher may try out some free-hand designs before the children, which may stimulate them to try their skill. Remember that we are *not* working for a beautiful and finished poster, but to give the children a real educational experience.

Arrange the chairs in semicircle for conference.

Hang the unfinished transparency in one of the windows.

Select two or three pictures which you think will be the simplest and most effective design for the children to copy: Course I, "Shepherds on the Hillside," No. 9; Course I, "Care at Night."

Scissors, paste, crayons, drawing paper, and colored tissue paper on the table.

If a second visit is made to the church, the organist should be consulted and asked to play several Christmas hymns: "O Little Town of Bethlehem," "Holy Night," "Little Bethlehem," "Luther's Cradle Hymn."

Greetings

Conversation

What did we plan to do for our room last session? Call on the children to tell what they did. Show the unfinished transparency and ask, What shall we do next? Call on the children who were present last session to tell the scene they would like to show on the transparency. Recall how we read the story from the Bible and tried to see the pictures as we listened to the words. Suggest that we do the same to-day, because there are several children who were not present last time. Give the children time to express their ideas. After all the children have had a chance to tell the pictures they see in the story, the teacher may tell what she saw. Be sure to emphasize the first simple scene, the shepherd's watch on the hills overlooking Bethlehem, as that will be the scene which the children will be most likely to work out effectively. The picture from Course I, "Care at Night," will help to give the picture in mind. The details may be changed, but it is important that the children have a picture to judge proportion and perspective. If there is time, it may be well to take the class in the church again and let them observe the window there.

Free Construction Period

Suggest that each child draw or work out a picture as a trial. These pictures may be of bits of paper in poster fashion or drawings.

Encourage the children to draw some designs, however crude. The teacher as a member of the group may work out her own design, cutting out the details from colored paper and trying the effect, or she may draw a small design as a pattern.

When the drawings are completed, have them exhibited and let the class decide on the design they would like for their transparency. Then each child may be given certain details to cut, or they may be allowed to make trial attempts with the colored paper. Be careful to remind them of proportion and perspective. Ask if it would not be best to place the paper on the transparency a number of times in order to get the best pictures.

Games

Have You Seen My Sheep? Bancroft; Beast, Bird, or Fish; Button, Button.

REPORT OF SESSION THREE

Several children came early. They assisted the teacher in arranging the room. The chairs were placed in position for group conference. Fresh flowers were arranged in the vase. Last session the group had worked out a plan with a list of the needed materials for the transparency. This was read, and the children collected the material and placed it on the tables. The frame which had been made last session was hung in the window.

The Preliminary Plans for Session Three were carried out in the main. The story from Luke was read again and note made of the different scenes depicted in the story. The children went through the collections of pictures to find all the possible pictures illustrating the story. The class selected the scene of the shepherds guarding their flock on the hills around Bethlehem. One child began humming "In Little Bethlehem" (Primary Course I, folder 9). The teacher and the children took up the song and sang it through.

Free Construction Period

The children cut free-hand outlines of shepherds, crook, sheep, hills, and flat-topped houses. Hugh cut an excellent picture of a shepherd with a white headcloth. The group was most complimentary and suggested that Hugh's figure be used in the picture transparency. The best cuttings were thus selected and placed on the transparency many times to get the most effective arrangement.

After lunch the group made a second visit to the church auditorium, to look at the stained-glass window of Bethlehem and note how the effects were worked out with the varied bits of glass. The story from Luke was read before the window. The organist played several hyms. (See list of songs.) On the return to the room the methods of arranging the details of the picture and pasting them on the paper was discussed. The children were divided into several groups. One group pasted the details of the picture on, while another assisted by supplying material and tools. Another group made the room tidy, while other children worked on individual pictures. The finished transparency was hung in one of the windows of the assembly room and greatly admired by the young artists. The remainder of the time was spent in playing games out of doors.

SESSION FOUR

PRELIMINARY PLAN

Child's Purpose

To choose a new enterprise.

Teacher's Aim

To provide opportunities and material which will further stimulate interest in shepherd life of Bible lands and guide the children in choosing. To continue the study of Shepherd Life in Bible Lands.

Desired Outcomes

See page 87.

Possible Activities

Conversation: What shall we do next? Choosing and planning enterprises.
Look at pictures.
Read stories.
Listen to stories.
Look over books and papers.
Find out the needs of sheep and how they are cared for.
Help serve the lunch.
Play games.
Free construction work.

Material for the Teacher

Bible; Hebrew Life and Times, Hunting; How the Early Hebrews Lived and Learned; *National Geographic Magazine,* December, 1927, and December, 1929.

Material for the Children

Stories: The Lost Sheep; How a Shepherd Boy Helped a King.

Pictures: The Lost Sheep, Copping, Plockhorst; Shepherds of Bethlehem, the *National Geographic,* December, 1927; illustrations of shepherds, crook, staff, bag, etc.

Preparation for the Session

Put up a few good pictures of shepherds caring for their sheep: David, The Good Shepherd, Shepherd Leading Sheep, etc. On the table place several books and the *National Geographic,* December, 1927, with drawings of sheepfold, crook, sling, etc., Primary Story Leaflets.

Class Session

9:00– 9:30. Free Construction Period.
9:30–10:00. Stories and Music.

10:00–10:30. Conversation.
10:30–11:00. Lunch.
11:00–11:30. Conversation.
11:30–12:00. Games.

Stimulation in Purposing the Activity

1. Give the children time to examine the pictures and other material.

2. Explain that they may choose their next enterprise or activity.

3. Call on the children to offer suggestion for enterprise.

4. Let the teacher offer the suggestion, Learning more about shepherds and how they care for their sheep.

5. Write the different suggestions on the board.

6. Give children opportunity to discuss the different activities suggested. Allow each child to express his choice.

7. Vote on the group enterprise. Write the choice of the group on the blackboard.

8. Individual activities may then be proposed and planned.

Stimulation in Planning the Chosen Activity

1. Lead the children to make definite plans for carrying out the activity.

How can we find out how shepherds care for their sheep?

Listen to and read stories of shepherds.

Look at pictures and drawings.

Sources for finding information about shepherds of Bible lands: Bible, books in the library and at home.

2. Allow children to express their preference for means and plans.

The story should come in as a means of information. The teacher will determine where it will best come in.

REPORT OF SESSION FOUR

Free Construction Period

As the children came in they went to the tables, storeroom, and cabinets and selected tools and material for individual enterprises. Two or three gathered around the finished transparency and offered suggestions for improving it. The teacher called attention to the books, pictures, and story leaflets on the reading table. She opened the *National Geographic* and showed the series of pictures on shepherd life in Bethlehem. One child began reading the verses from Psalm 23, which were written under each picture. The group repeated the psalm in concert and asked many questions about shepherds: How they managed so many sheep. Where they stayed at night. The kind of clothes the shepherds wore, what they ate, etc. The children had learned Psalm 23 at school. No attempt was made to explain the symbolism of this psalm. The simple statement was made that the man who wrote the psalm must have been a shepherd who lived out of doors with his sheep. When he thought of God's love and care he thought of him as a shepherd who loves and cares for his sheep.

The song, "How Strong and Sweet My Father's Care," was sung, followed by prayer, thanking God for his love and care.

The teacher told interesting incidents of shepherd life and read selections from books describing country, dress of shepherd, methods of spinning and weaving the wool into cloth. The children told of the looms they had made at school and the rugs they had woven. Several children knew nothing about weaving; so a demonstration was given, using different colored strips of construction paper. Considering the short session, it was thought best not to encourage the children to make looms and weave cloth. See criteria for judging enterprises.

Told the story of the Lost Sheep.

After Lunch

Conversation

Teacher. We have finished our transparency. What would you like to do next? The following suggestions were offered by the children:

We could weave cloth.
Show the other children how shepherds dress.
We could find other stories about shepherds.
Make up a play.

Sarah. We made up a play at our school. It was lots of fun. I had a costume.

Betty. We could make up a play about shepherds.

Hugh. I couldn't tell a story. I never could tell a story.

Ellen. Let's play a story. What could we have for a sheep?

Ernestine. I have a little white dog pocketbook; it looks something like a sheep. We could use that for a lamb. You would have to stuff it.

Ellen. One of the children could stoop down like this and say, Baa, Baa.

Hugh. Where could we play the story?

Ellen. Right here in our room. In our play at school I was a bear. Mamma made my costume and some black gloves.

Teacher. We could play it for all the primary classes in the assembly room. Have we decided to play a story? Which story shall we play?

Children. Yes, yes, yes, etc.

Ellen. Let's go into the big room and play a story now. We could have a chair covered with black paper for a hill. Let's use Ernestine's dog pocketbook for a lamb. [She ran to the picture of the Lost Sheep and demonstrated how the lamb could be carried in the arms of the shepherd.]

Teacher. After we have decided to play a story, what is the next thing to do?

Hugh. Find out the number of children it will take.

Ellen. If we do not have enough children in this class, we could ask the children in one of the other classes to help us.

Hugh. We could get some rocks and scatter them about and make hills like this, pointing to the rocky hills in the picture, "The Lost Sheep."

Ernestine. It's easy to say what you can do. I want to know how you are going to do it.

Ellen. I am thinking about the sheep. We could cut sheep out of paper.

Teacher. Have we decided on the story we shall play?

Ellen. I say the Lost Sheep.

Hugh. Let's make up a story.

Teacher. We have a number of fine stories in our Bible [holding it up]. Would you rather make up a story or play one of these Bible stories? Suppose we try to name all the Bible stories we know about shepherds and write the names of these stories on the board. Perhaps that will help us to choose an interesting one to play.

The following stories were dictated by the group and written on the board: The Lost Sheep; David the Shepherd Boy; How a Shepherd Boy Helped a King; Bright Eyes; Shepherds on the Hillside; Isaac and the Wells; Abigail the Peacemaker; Abraham and Lot; Rebecca at the Well; Moses and the Daughters of Jethro; Joseph and His Brethren.

Teacher. I wonder if we know all of these stories? Can we really decide before we know the stories?

Ernestine. We ought to choose a story which will not take so much stuff to play it.

Teacher. I like to play a story in which the characters do and say interesting things.

Hugh. Some one could hold a book and read the story, and the others could act out what she reads. [He had a pantomime in mind.]

Teacher. It is almost time for us to go home, and we have not decided which story we shall play. I have thought of a plan. Suppose each one of us choose one of the stories on our list and read it over at home, then in the morning we can tell our story, and the class may choose the one we all like best.

This plan was agreed upon, and the favorite stories were selected by individual children. Each child was encouraged to study a story to tell on the following day. Some had books containing the stories at home; others were given the folders, *Primary Stories,* to take home to work up. The remainder of the time was spent playing games. (See list of games.)

SESSION FIVE

PRELIMINARY PLAN

Child's Purpose

To choose a story to play.

Teacher's Aim

To guide the children in choosing a story which they can dramatize successfully and from which they will receive the greatest religious value.

Desirable Outcomes

Greater knowledge of Bible stories.

Increased interest in the Bible as a source book of help and interesting stories.

Greater knowledge and interest in the life of the Hebrew shepherds.

Ability to make right choices.

Ability to enter into class discussion.

Consideration and respect for the opinions of others.

Possible Activities

Tell and read Bible stories to the group.

Choose a story to dramatize.

Make a plan for dramatization.

Work on plans.

Conversation and class discussion.

Material

Bible and reference books. (See list, page 86.)

Pictures and drawings which illustrate stories: Moses and Jethro's Daughters, Group Graded Pictures.

List of Bible stories made last session. (See Session 4, page 112.)

Preparation for the Session

Arrange chairs for group conference. See that the list of stories worked out last session is on the board or chart. Place all reference books, papers, and pictures on the reading table.

Have the children read or tell their favorite story. The teacher tells the story she thinks best to dramatize.

Discuss the different stories and select the one to dramatize. Work out the plan for dramatization. (See Chapter III, page 49.)

1. Scenes of the story.
2. Characters.
3. Conversation.
4. Costumes.

5. Stage properties.

Impromptu dramatization of various scenes to try out and select characters.

Class Session

9:00– 9:45. Greetings, worship, and stories.
9:45 10:30. Conference or conversation.
10:30–11:00. Lunch.
11:00–12:00. Work on plans for dramatization.

REPORT OF SESSION FIVE

The early comers helped arrange the chairs, watered the plants, and got out books, papers, and other material. Informal conversation was carried on about the doings of the week, the pictures, and plans for the dramatization.

Worship: The teacher opened the Bible and read, "O give thanks unto the Lord, for he is good." She began softly singing "Morning Hymn," Songs for Little People. The children joined in the singing.

Teacher. We had a lovely day yesterday, and I feel sure that we will have a fine time together to-day. Shall we speak to God and thank him for our good times and ask him to help us remember to do the things he wants us to do to-day?

Prayer.

Teacher. What did we decide to do last session?

Children. Play a story.

Teacher. What story shall we play? Did we decide on a story last session?

Ernestine. I like to play stories in which people do things.

Hugh. Yes. Not sit around and talk.

Betty. How are we going to dress? I have a costume and other things I used in a play at school.

Lillian. Shepherds wear a white cloth like a handkerchief on their heads.

Hugh. Do we have to talk in the play? I never could do that.

Sarah. Some characters do not have to talk. You could be one of those.

Hugh. David did not have to talk in the story where he helped the king; he just played the harp.

Edward. If we play that story, how could you play on the harp. We haven't got a harp.

Ellen. Put rubber bands on a chair and play on that; it will make music.

Hugh. You could hide the piano, and some one could play like a harp.

Ellen. I know how the shepherds whistled to their sheep. She gave a demonstration.

Teacher. Have we decided on a story yet? How shall we go about deciding which one we shall play?

Ernestine. Some of us were to tell stories, and then we could choose the one we liked the best.

Ellen. Let's play them all.

Teacher. Would we have time to work up all of these stories? [Pointing to the list.] You remember that we have only another week of Vacation school.

Hugh told the story, "How a Shepherd Boy Helped a King." Ernestine told "Isaac and the Wells." Ellen told "The Lost Sheep," and the teacher told the story of "Moses and the Daughters of Jethro." When the vote was taken, the majority of the children voted for the story "How a Shepherd Boy Helped a King." The other votes were for "Moses and the Daughters of Jethro." There followed a spirited argument, the leaders of the two sides contending for their favorite story. The teacher reminded them of the class rules which they had made and asked which rule applied in this case. The rule, Do the things which the majority of the class want to do, was noted.

After Lunch

Conversation. Discussion of the choice of a story was continued.

Teacher. What story did we decide to play?

Children. "How a Shepherd Boy Helped a King." [The name of the story was written on the board.]

Teacher. What shall we do next?

Sarah. Let's go in the big room and play the story now?

Betty. We are not ready to play yet. Who is going to be David, and who will be the king?

Teacher. How many characters are there in this story?

Ellen. Two—David and King Saul.

Edward. Let me be King Saul. Hugh may be David.

Betty. What are the rest of us going to do?

Sarah. We can make up some characters, can't we?

Betty. We cannot make up enough characters for all of us. Let me see how many of us there are. [She began counting.]

Ellen. That is why I do not like that story. I wish we could play another one, so all of us could play.

Teacher. That would be better if all could have a part wouldn't it? I was wondering how all could have a part in the story we selected.

Sarah. Which story do you think would be best, Miss ——?

Teacher. I think all of these stories are good ones. Some suit best for one thing and some for another. Do you remember the kind of stories we thought could be dramatized more easily?

Children. Stories in which the characters did interesting things and did not just sit around and talk.

Sarah. The story must not be too hard to play.

Betty. A story which does not have to have so much stuff [stage properties].

Sarah. I think it is more fun when there are lots of people in the play. That is why I like the one about Moses.

Lillian. Let's play the Moses story.

Teacher. Do you want to change?

Betty. Yes, please let's vote over.

Each child was given an opportunity to express his preference. A majority was strong for the change. Hugh remarked that it did not make any difference which story he played. He liked them all.

Teacher. What shall we do now?

Children. Choose the characters.

Teacher. How many acts or scenes shall we have? [Several guesses were made.] Perhaps if I should tell the story again it would help us here.

Children. Yes, please tell it again.

The story of Moses and Jethro's Daughters was retold to a very attentive audience.

The group worked out the following plan for dramatization, which was written on the board.

Characters:
Moses.
Jethro.
Daughters of Jethro.
Scene 1. The shepherdesses at the well.
Scene 2. Before Jethro's tent.
Scene 3. Moses and the shepherdesses at the well.
Scene 4. Moses and Jethro before the tent.

Report of the Last Week of this Unit of Work

On Sunday morning at the primary assembly the third-year class presented the picture transparency to the department and told of what they had been doing the past week. The transparency was hung in the window and greatly admired. The children told of the play they were working on and extended an invitation to the department to attend the performance on Friday morning of the last day.

The class session on Sunday morning was given over to a discussion of the story, "Moses and Jethro's Daughters." A number of children were present on Sunday who did not attend the Vacation school. The members of the Vacation school gave the details of the plans on which they were working to these children and urged them to come and help with the play. The plans for dramatization which were worked out last session were discussed. The cast of characters and the scenes of the story were carefully noted. The class discovered that they were weak on several points in the story; so the story was told again. The teacher gave several versions of the story, and the exact account from the Bible was read. The children were brought to realize that there was opportunity to use their creative ability in working out the details and the conversation. They asked that they might make up the conversation and requested that they name the seven daughters of Jethro. Other Bible stories were reviewed, and a list of girls' names was made.

The dramatization of this story was the major enterprise of the last week of the Vacation school session. A number of other activities were carried on, some very closely related to the unit of work, such as making or collecting costumes, making cardboard sandals, the tent, and well. Other independent activities, such as the serving of the lunch, playing games, and going to a picnic for the whole school were carried on simultaneously.

Much time was spent in working out the plans for the costumes and making and collecting the stage properties. Many references were made to books, magazines, and pictures for the details of dress, scenery, and customs of the people of that time and place. The Bible was constantly used in order to get the essential outline of the story. For example, a discussion arose as to the necessity of all seven of the shepherdesses being in the first scene at the well. One child said, "Read in the Bible and see if they were all there." The group gathered around the teacher and listened attentively as she read the exact account as given in Exodus 3. The pictures and drawings of shepherds, sheep, and shepherd's equipment were used again and again. After a discussion of the type of country in which the story was laid, one boy looked at the picture of Moses and Jethro's Daughters taken from the Bible Lesson Picture Roll and remarked, "I do not think that picture is right, for the country does not look like the desert." The picture showed lush, green pastures stretching in great distances in the background.

The children brought old worn-out sheets and pillow cases. These they cut into white headcloths. The costumes of the shepherdesses were made in simple butterfly designs of blue cambric. The rude shepherds were dressed in different colored shawls and kimonos. One boy wore, with great pride, a real sheepskin which had been loaned by a friend. The desert chieftain, Jethro, wore a robe of many colors improvised from a knitted afghan. Moses wore a purple robe with Oriental scarf around his waist and a brightly colored headpiece in Egyptian style. The story of Joseph's coat was recalled in connection with Jethro's costume. There were a number of references to other Bible characters and incidents which served to bring out certain facts of interest in Hebrew life. The strength and gentleness of the average Hebrew shepherd and their watchful care for their sheep was emphasized. An attempt was made to keep before the group the thought of God's loving care of his creatures and the consciousness that we are working together with God when we are kind to helpless animals.

Many occasions for worship occurred during the week's work. Some of the most helpful came spontaneously—as the result of an unusual happy experience, the enjoyment of a picture, grace or thanksgiving song at lunch, and prayers for help in carrying on our work. There were more formal moments of worship. Some days the worship came at the beginning of the day; other days we closed with a prayer or devotional song. Nearly every day the group was brought together for a quiet time to listen to instrumental music, to read some passage from the Bible, or to enjoy a beautiful picture or poem. See list of worship material, page 89. An effort was made to make these worship experiences as real and spontaneous as possible and avoid a mechanical and formal devotional exercise. For this reason the worship was planned to come at different times during the session.

The children got a great deal of pleasure out of planning and arranging the stage and the stage properties and were most resourceful in solving these problems. A dark brown blanket draped over the easel and piano made a realistic Oriental tent. The well furnished the greatest problem, and many suggestions were offered. A large galvanized tin tub was the final solution of this problem. The tub was covered with brown paper which was checked off with black crayon to represent stone. Lilian asked how the water was drawn from the Oriental well. Edward promptly replied that they had a pulley. A chorus of protest went up as the children laughingly reminded him that they had no pulleys or windlasses in those days. This was verified by reading the description of an Oriental well from one of the reference books. The stories of Isaac and the Wells and Rebecca at the Well were recalled. The children took great satisfaction in working out a substitute for curtains. Three screens were used. Two formed the background, and one with rollers was pushed back and forth when it was necessary to change the scenes.

The various scenes were worked out first, then the story was played many times. Each child was given an opportunity to play the different characters. In this way all had a chance to contribute their ideas of how the part should be played. The children were called on to judge which child best represented the different rôles. During the spontaneous dramatization they were urged to say what they would have said and done under the circumstances. In this way the conversation was developed. Occasionally the teacher took one of the parts and tried to bring out certain expressions which would add to the play and make the action clearer. The children were quick to take up these suggestions and would often add to them some original gesture or phrase. No effort was made to develop a polished style of conversation, but glaring errors of speech and slang expressions were noted and eliminated. The story had been played over many times. One day the young actors got mixed up on the conversation. Betty said, "I think we ought to write down what each one should say, so we will not get our parts mixed." Thus the suggestion for writing the script came from the children themselves. The teacher had scarcely dared to hope that they would do this and had hesitated to suggest it. The play was given on the last day to a very appreciative audience composed of the children and teachers of the other classes. The script as worked out by the children under the guidance of the teacher is here reproduced.

Moses and Jethro's Daughters

Cast of Characters

- Moses.
- Jethro.
- The Rude Shepherds.
- Jethro's Daughters
  - Zipporah.
  - Mary.
  - Rebecca.
  - Rachel.
  - Miriam.
  - Ruth.
  - Sarah.

Scenes

Scene 1. At the well.
Scene 2. Before the tent of Jethro.
Scene 3. At the well.
Scene 4. Before the tent of Jethro.

Scene 1. A well in the land of Midian. Moses is seated in the shade of the palm tree. The shepherdesses approach with their flock.

Rebecca (spinning wool in the manner of the Hebrew shepherdesses with a small piece of wood on which she winds the yarn with a dexterous whirl). I have spun more wool than you to-day. See my large ball!

Mary. We must hurry to reach the well before those rude, rough shepherds come.

Zipporah. Do you remember how worried our father was when we watered the flock last time? Those shepherds drove us away, and it was night before we reached home.

Rachel (pointing to the well). Look, there is a stranger by the well. He must be from the land of Egypt.

Zipporah. He is dressed like an Egyptian prince.

(The shepherdesses draw near the well and begin to draw water.)

Miriam. I must give my little baby lamb some water. It is so weak I have had to carry it all day.

Rebecca. Bring up the flock.

Mary. Come, Snowball; come, Bright Eyes.

Ruth. Come, Fluffy; come, Little One.

Zipporah. Ah! there come the rude shepherds.

Leader of the Rude Shepherds (hurries up, waving his stick, and shouts). Move aside. We shall water our flock first.

Miriam. We were here first. We have drawn the water.

Rude Shepherd. No matter, we have come, and we will water our sheep first.

Rebecca. But that is not the law of the desert. The first shepherd at the well has the right to water his sheep.

Rude Shepherd. What is that to us? You have saved us the trouble of drawing the water. (To the other shepherds:) Bring up our flock.

Moses (striding forward, waving the shepherds back). Stand back and let these shepherdesses water their flock.

Rude Shepherd. Who made you ruler over us?

Moses. I will not stand by and see strong men treat women so rudely.

Away with you. (Turning to the sisters.) Give me your water jar, and I will draw more water for your flock.

(Rude shepherds fall back, muttering and scolding. Moses draws water from the well.)

Zipporah (bowing low). We thank you. (All the sisters bow their thanks and return to their home.)

Curtain.

Scene 2. Before the tent of Jethro. Jethro shades his eyes as he looks across the plains. The shepherdesses approach.

Rebecca (running ahead and bowing low). My father.

Jethro. How is it that you are home so early to-day?

Rachel, Zipporah, and Rebecca (breathlessly). A stranger was beside the well. When the rude shepherds tried to drive us away he drove them back and helped us water the flock.

Jethro. Where is this stranger?

Zipporah. I think he is still beside the well where we left him.

Jethro. Go quickly and bring him here that I may thank him. Bid him come to my tent for the night and eat supper with me.

(Zipporah hurriedly leaves the tent.)

Curtain.

Scene 3. Zipporah approaches Moses, who is still resting by the well. He rises as she draws near. She bows, and he bows in return.

Zipporah. My father sent me to ask you to come to his tent and eat with him. He wishes to thank you for your kindness to us.

Moses. I shall be glad to come. I was thinking that I should have to put my head on one of these stones and spend the night here.

Zipporah. Come, follow me. I will show you the way to my father's tent.

Curtain.

Scene 4. Before the tent of Jethro. Jethro advances to meet Moses and Zipporah. Both bow low.

Jethro. I am Jethro, a priest of God and chieftain of this tribe.

Moses. I am Moses, a prince of Egypt. The wicked Pharaoh is seeking to kill me. I had to flee to the wilderness.

Jethro. I have many flocks. My daughters help care for them. I need a strong shepherd. Would you like to live here and work for me?

Moses. I shall be glad to work for you. I am strong and will help your daughters with the sheep. Those rude shepherds will trouble your daughters no more.

(Jethro motions Moses to enter his tent. They enter and draw the curtain.)

Curtain.

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